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REVIEW OF TOEFL® iBT SECTIONS

READING

OVERVIEW OF THE READING SECTION

The Reading section tests your ability to understand reading passages like those in college textbooks. The passages are about 700 words in length.

There are two formats for the Reading section. On the short format, you will read three passages. On the long format, you will read five passages. After each passage, you will answer 12–14 questions about it. Only three passages will be graded. The other passages are part of an experimental section for future tests. Because you will not know which passages will be graded, you must try to do your best on all of them. You may take notes while you read, but notes are not graded. You may use your notes to answer the questions. Some passages may include a word or phrase that is underlined in blue. Click on the word or phrase to see a glossary definition or explanation.

Choose the best answer for multiple-choice questions. Follow the directions on the page or on the screen for computer-assisted questions. Most questions are worth 1 point, but the last question in each passage is worth more than 1 point.

The Reading section is divided into parts. Click on **Next** to go to the next question. Click on **Back** to return to previous questions. You may return to previous questions for all of the passages in the same part, but after you go to the next part, you will not be able to return to passages in the previous part. Be sure that you have answered all of the questions for the passages in each part before you click on **Next** at the end of the passage to move to the next part.

You can click on **Review** to see a chart of the questions you have answered and the questions you have not answered in each part. From this screen, you can return to the question you want to answer in the part that is open.

You will have 20 minutes to read each passage and answer the questions for that passage. You will have 60 minutes to complete all of the passages and answer all of the questions on the short format and 100 minutes to read all of the passages and answer all of the questions on the long format. A clock on the screen will show you how much time you have to complete the Reading section.

REVIEW OF PROBLEMS FOR THE READING SECTION

➤ Prompts

A prompt for the Reading section is usually a passage from an undergraduate college textbook in one of the natural sciences, social sciences, humanities, or arts. The length of the passage is from 650 to 800 words. If there are technical words, they are explained in a glossary after the passage. There are either three or five prompts in the Reading section with twelve to fourteen questions after each prompt. When you are presented with three prompts, all three will be graded. When you are presented with five prompts, only three will be graded, and two will be used for experimental purposes. You should do your best on all five prompts because you will not know which of them will be graded. Problems 1–14 in this review refer to the following prompt:

"Producers, Consumers, and Decomposers"

P1 → Organisms that are capable of using carbon dioxide as their sole source of carbon are called *autotrophs* (self-feeders), or **producers.** These are the plants. They chemically fix carbon through photosynthesis. Organisms that depend on producers as their carbon source are called *heterotrophs* (feed on others), or **consumers**. Generally, these are animals. From the producers, which manufacture their own food, energy flows through the system along a circuit called the **food chain**, reaching consumers and eventually *detritivores.* Organisms that share the same basic foods are said to be at the same *trophic* level. Ecosystems generally are structured in a **food web**, a complex network of interconnected food chains. In a food web, consumers participate in several different food chains, comprising both strong interactions and weak interactions between species in the food web.

P2 Primary consumers feed on producers. A Because producers are always plants, the primary consumer is called an **herbivore**, or plant eater. A **carnivore** is a secondary consumer and primarily eats meat. B A consumer that feeds on both producers (plants) and consumers (meat) is called an **omnivore.** C

P3 Detritivores (detritus feeders and decomposers) are the final link in the endless chain. D Detritivores renew the entire system by releasing simple inorganic compounds and nutrients with the breaking down of organic materials. Detritus refers to all the dead organic debris—remains, fallen leaves, and wastes—that living processes leave. Detritus feeders—worms, mites, termites, centipedes, snails, crabs, and even vultures, among others—work like an army to consume detritus and excrete nutrients that fuel an ecosystem. **Decomposers** are primarily bacteria and fungi that digest organic debris outside their bodies and absorb and release nutrients in the process. This metabolic work of microbial decomposers produces the rotting that breaks down detritus. Detritus feeders and decomposers, although different in operation, have a similar function in an ecosystem.

P4 → An example of a complex community is the oceanic food web that includes krill, a primary consumer. *Krill* is a shrimplike crustacean that is a major food for an interrelated group of organisms, including whales, fish, seabirds, seals, and squid in the Antarctic region. All of these organisms participate in numerous other food chains as well, some consuming and some being consumed. *Phytoplankton* begin this chain by harvesting solar energy in photosynthesis. *Herbivorous zooplankton* such as krill and other organisms eat Phytoplankton. Consumers eat krill at the next trophic level. Because krill are a protein-rich, plentiful food, increasingly factory ships, such as those from Japan and Russia, seek them out. The annual krill harvest currently surpasses a million tons, principally as feed for chickens and livestock and as protein for human consumption.

Efficiency in a Food Web

P5 Any assessment of world food resources depends on the level of consumer being targeted. Let us use humans as an example. Many people can be fed if wheat is eaten directly. However, if the grain is first fed to cattle (herbivores) and then we eat the beef, the yield of available food energy is cut by 90% (810 kg of grain is reduced to 82 kg of meat); far fewer people can be fed from the same land area.

P6 In terms of energy, only about 10% of the kilocalories (food calories, not heat calories) in plant matter survive from the primary to the secondary trophic level. When humans consume meat instead of grain, there is a further loss of biomass and added inefficiency. More energy is lost to the environment at each progressive step in the food chain. You can see that an omnivorous diet such as that of an average North American and European is quite expensive in terms of biomass and energy.

P7 → Food web concepts are becoming politicized as world food issues grow more critical. Today, approximately half of the cultivated acreage in the United States and Canada is planted for animal consumption—beef and dairy cattle, hogs, chickens, and turkeys. Livestock feed includes approximately 80% of the annual corn and nonexported soybean harvest. In addition, some lands cleared of rain forest in Central and South America were converted to pasture to produce beef for export to restaurants, stores, and fast-food outlets in developed countries. Thus, lifestyle decisions and dietary patterns in North America and Europe are perpetuating inefficient food webs, not to mention the destruction of valuable resources, both here and overseas.

Glossary

phytoplankton: a plant that lives in the sea and produces its own energy source
trophic level: category measured in steps away from the energy input in an ecosystem

➤ Problems

The problems in this review represent the types of questions that are most frequently tested on the TOEFL. They will appear randomly after a reading passage. Directions will appear with the questions, but if you already recognize the type of problem in the question presented, and you are familiar with the directions, you will save time. The less time you have to spend reading directions, the more time you will have to read the passages and answer the questions. The number of points assigned to each problem is based on the evaluation system for the TOEFL. The frequency level for each problem is based on the average number of thirty-nine questions that are usually included in a Reading section of three prompts.

Low	0–1
Average	1–2
High	3–4
Very high	5+

Problem 1: True-False

A *True-False* problem asks you to identify the true statement.
Choose from four sentences.
Points—1
Frequency Level—Average

1. According to paragraph 1, which of the following is true about autotrophs?

   ● They use a chemical process to produce their own food.
   Ⓑ They require plant matter in order to survive.
   Ⓒ They need producers to provide them with carbon.
   Ⓓ They do not interact with other organisms in the food chain.

   Paragraph 1 is marked with an arrow [➔].

Problem 2: Vocabulary

A *Vocabulary* problem asks you to choose a general synonym.
Choose from four words or phrases.
Points—1
Frequency Level—Very high

2. The word sole in the passage is closest in meaning to

   Ⓐ major
   Ⓑ steady
   ● only
   Ⓓ ideal

PROBLEM 3: TERMS

A *Terms* problem asks you to explain a word that is specific to the reading passage.
Choose from four definitions.
Points—1
Frequency Level—Average

3. Based on the information in paragraph 1, which of the following best explains the term "food web"?

   Ⓐ Energy manufactured by producer organisms in the food chain
   Ⓑ Another term that defines the food chain
   ● An interactive system of food chains
   Ⓓ Primary and secondary consumers in the food chain

   Paragraph 1 is marked with an arrow [➔].

PROBLEM 4: INFERENCE

An *Inference* problem asks you to draw a conclusion based on information in the passage.
Choose from four possibilities.
Points—1
Frequency Level— Very High

4. It may be concluded that human beings are omnivores because

   Ⓐ people feed on producers for the most part
   Ⓑ people are usually tertiary consumers
   ● people generally eat both producers and consumers
   Ⓓ most people are the top carnivores in the food chain

PROBLEM 5: REFERENCE

A *Reference* problem asks you to identify a word or phrase in the passage that refers to another word or phrase.
Choose from four words or phrases in the passage.
Points—1
Frequency Level—High

5. The word others in the passage refers to

   Ⓐ debris
   ● feeders
   Ⓒ processes
   Ⓓ nutrients

PROBLEM 6: PURPOSE

A *Purpose* problem asks you to understand why the author organizes a passage or explains a concept in a specific way.
Choose from four reasons.
Points—1
Frequency Level—Average

6. Why does the author mention krill in paragraph 4?

Ⓐ To suggest a solution for a problem in the food chain
Ⓑ To provide evidence that contradicts previously stated opinions
Ⓒ To present an explanation for the killing of krill
● To give an example of a complex food web

Paragraph 4 is marked with an arrow [→].

PROBLEM 7: PARAPHRASE

A *Paraphrase* problem asks you to choose the best restatement.
Choose from four statements.
Points—1
Frequency Level—High

7. Which of the sentences below best expresses the information in the highlighted statement in the passage? The other choices change the meaning or leave out important information.

Ⓐ Part of the one million tons of krill harvested annually is used for protein in animal feed.
Ⓑ Both livestock and chickens as well as humans eat krill as a main part of their diets.
Ⓒ The principal use of krill is for animal feed, although some of the one million tons is eaten by people.
● More than one million tons of krill is eaten by both animals and humans every year.

PROBLEM 8: DETAIL

A *Detail* problem asks you to answer a question about a specific point in the passage.
Choose from four possible answers.
Points—1
Frequency Level—Very high

8. According to paragraph 7, how much land is used to grow crops for animal feed?

Ⓐ 80 percent of the acreage in Europe
Ⓑ Most of the rain forest in Central America
● 50 percent of the farm land in Canada and the United States
Ⓓ Half of the land in North and South America

Paragraph 7 is marked with an arrow [→].

Problem 9: Cause

A *Cause* problem asks you to explain why something in the passage occurred.
Choose from four reasons.
Points—1
Frequency Level—Average

9. According to paragraph 7, food webs are inefficient because

- ● consumers in developed nations prefer animal protein
- Ⓑ politicians are not paying attention to the issues
- Ⓒ there are not enough acres to grow crops efficiently
- Ⓓ too much of the corn and soybean harvests are exported

Paragraph 7 is marked with an arrow [→].

Problem 10: Opinion

An *Opinion* problem asks you to recognize the author's point of view.
Choose from four statements.
Points—1
Frequency Level—Average

10. Which of the following statements most accurately reflects the author's opinion about food issues?

- Ⓐ Too much grain is being exported to provide food for developed nations.
- Ⓑ More forested land needs to be cleared for food production in developing nations.
- ● Food choices in developed nations are very costly in terms of the environment.
- Ⓓ More animal protein is needed in the diets of people in developing nations.

Problem 11: Insert

An *Insert* problem asks you to locate a place in the passage to insert a sentence.
Choose from four options marked with a square.
Points—1
Frequency Level—High

11. Look at the four squares [■] that show where the following sentence could be inserted in the passage.

A tertiary consumer eats primary and secondary consumers and is referred to as the "top carnivore" in the food chain.

Where could the sentence best be added? [B]

Click on a square [■] to insert the sentence in the passage.

PROBLEM 12: EXCEPTION

An *Exception* problem asks you to select a statement that includes information NOT in the passage.
Choose from four sentences.
Points—1
Frequency Level—Average

12. According to the passage, all of the following characteristics describe producers EXCEPT

Ⓐ Producers serve as food for consumers.
Ⓑ Producers make their own food.
Ⓒ Producers form the first trophic level.
● Producers include bacteria and fungi.

PROBLEM 13: CLASSIFICATION

A *Classification* problem asks you to match phrases with the category to which they refer. Choose phrases for two or three categories. Two phrases will not be used.

Points—1–4 points for seven choices
1 point for 4 correct answers
2 points for 5 correct answers
3 points for 6 correct answers
4 points for 7 correct answers

Points—1–3 points for five choices
1 point for 3 correct answers
2 points for 4 correct answers
3 points for 5 correct answers

Frequency Level—Low

13. **Directions:** Complete the table by matching the phrases on the left with the headings on the right. Select the appropriate answer choices and drag them to the type of organism to which they relate. TWO of the answer choices will NOT be used. ***This question is worth 4 points.***

To delete an answer choice, click on it. To see the passage, click on **View Text.**

Answer Choices	**Producers**
A Depend upon photosynthesis to survive	• A
B Has a weak interaction among species	• H
C Generally consist of animal life forms	**Consumers**
D Include both herbivores and carnivores	• C
E Form the last link in the food chain	• D
F Eat meat as one of its primary food sources	• F
G Feed on dead plants and animals	**Decomposers**
H Are always some variety of plant life	• E
I Made exclusively of inorganic materials	• G

PROBLEM 14: SUMMARY

A *Summary* problem asks you to complete a summary of the passage.
Choose three sentences from six choices. Three sentences will not be used.
Points—1–2
1 point for 2 correct answers
2 points for 3 correct answers
Frequency Level—Average–High

14. **Directions:** An introduction for a short summary of the passage appears below. Complete the summary by selecting the THREE answer choices that mention the most important points in the passage. Some sentences do not belong in the summary because they express ideas that are not included in the passage or are minor points from the passage. ***This question is worth 2 points.***

The food web is comprised of producers, consumers, and decomposers, which interact in endless cycles.

- [A]
- [B]
- [C]

Answer Choices

[A] Consumers, primarily animals, feed on producers, plants which manufacture their own food source through photosynthesis.

[B] Decomposers digest and recycle dead plants and animals, releasing inorganic compounds into the food chain.

[C] Since more energy is depleted into the environment at each level in the food chain, dietary choices affect the efficiency of food webs.

[D] Among consumers, human beings are considered omnivores because they eat not only plants but also animals.

[E] An example of an undersea food web includes phytoplankton, krill, and fish as well as birds, seals, and whales.

[F] Rain forests are being cut down in order to clear pastureland for cattle that can be exported to countries with fast-food restaurants.

READING STRATEGIES

In addition to the academic skills that you will learn in Chapter 3, there are several reading strategies that will help you succeed on the TOEFL and after the TOEFL.

➤ Preview

Research shows that it is easier to understand what you are reading if you begin with a general idea of what the passage is about. Previewing helps you form a general idea of the topic. To preview, first read the title, the headings and subheadings, and any words in bold print or italics. You should do this as quickly as possible. Remember, you are reading not for specific information but for an impression of the topic. Next, read the first sentence of each paragraph and the last sentence of the passage. Again, this should take seconds, not minutes, to complete. This time you are looking for the main idea.

- Look at the title and headings
- Read the first sentence of every paragraph
- Read the last sentence of the passage

➤ Read faster

To read faster, read for meaning. Try to understand sentences or even paragraphs, not individual words. To do this, you should read phrases instead of reading word by word. Practice using the vision that allows you to see on either side of the word you are focusing on with your eyes. This is called *peripheral vision*. When you drive a car, you are looking ahead of you but you are really taking in the traffic situation on both sides. You are using peripheral vision to move forward. This is also important in learning to read faster. Your mind can take in more than one word at the same time. Just think if you stopped your car every time you wanted to know what was going on in the next lane! You would never get to your destination. To read faster, you have to read for ideas. If you don't know the meaning of a word but you understand the sentence, move on. Don't stop to look up the word in your dictionary. Don't stop your car.

- Use peripheral vision
- Read for meaning

➤ Use contexts

Before you can use a context, you must understand what a context is. In English, a *context* is the combination of vocabulary and grammar that surrounds a word. Context can be a sentence or a paragraph or a passage. Context helps you make a general prediction about meaning. If you know the general meaning of a sentence, you also know the general meaning of the words in the sentence. Making predictions from contexts is very important when you are reading a foreign language. In this way, you can read and understand the meaning of a passage without stopping to look up every new word in a dictionary. On an examination like the TOEFL, dictionaries are not permitted in the room. Of course, you have to know some of the words in order to have a context for the words that you don't know. That means that you need to work on

learning a basic vocabulary, and then you can make an educated guess about the meaning of new words by using the context.

- Learn basic vocabulary
- Learn new words in context

➤ Make inferences

Sometimes you will find a direct statement of fact in a reading passage. Other times, you will not find a direct statement. Then you will need to use the facts as evidence to make an inference. An *inference* is a logical conclusion based on evidence. It can be about the passage itself or about the author's viewpoint. For example, you may begin reading a passage about the Native Americans who lived on the plains. You continue reading and note that they used buffalo for food. Later, you read that they used buffalo for clothing and shelter. From these facts, you can draw the conclusion that the buffalo was very important in the culture of the plains people. The author did not state this fact directly, but the evidence allows you to make an inference.

- Locate the evidence
- Draw conclusions

➤ Skim and scan

To *scan* is to let your eyes travel quickly over a passage in order to find something specific that you are looking for. By scanning, you can find the place in a reading passage where the answer to a question is found. First, read the question and look for a reference. A reference in the TOEFL will identify a paragraph where the answer to the question is found. For example, you may read, *Paragraph 2 is marked with an arrow [→].* You know that you need to scan for the arrow at the beginning of paragraph 2 in the passage. The paraphrased sentences and the vocabulary words on the TOEFL are shaded to help you find them.

If a question does not have a reference like an arrow or shading, then you should find the important content words in the question. *Content words* are usually nouns, verbs, or adjectives. They are called content words because they contain the meaning of a sentence. Now scan the passage for the same content words or synonyms of the words in the questions. Finally, read those specific sentences carefully, and choose the answer that corresponds to the meaning of the sentences you have read.

- Refer to arrows and shading
- Locate the details
- Check for exceptions

➤ Make connections

Reading is like having a conversation with the author. Your mind makes connections with the passage. Sometimes this will happen when you are reading and a word or phrase refers back to a previous point in the passage. On the TOEFL, one question requires you to insert a sentence at the most logical place in a passage. In this case, you are connecting a new sentence

with the ideas in the passage. Active readers are always thinking about how the next sentence fits in with what they have already read.

- Find references
- Insert sentences

➤ Summarize

A summary includes only the main idea and the major points in a passage. Although a passage may contain many points, only the most important are included in a summary. In English, many writers tend to use a formula with one main idea and three major points. It is customary to find between two and four major points in a short passage.

When you are reading content material in textbooks or on examinations, pause at the end of a section to summarize. First, re-read the title or the section heading. State the main idea. Then, summarize the major points from that section. You can summarize by speaking or writing. The last question on the TOEFL is often a summary of the entire passage.

- State the main idea
- List the major points

APPLYING THE ACADEMIC SKILLS TO THE TOEFL

➤ Taking Notes

For some people, taking notes while they read the passage is a good strategy. For other people, it is not a good use of their time. They prefer to read once to get a general idea of the passage and then to go back and scan for each question. The way that you use your time is a very personal choice. When you take the model tests in the next chapter, practice by taking notes on some passages and by scanning on other passages. Use the model tests to determine whether you should spend time taking notes on the reading passages.

➤ Paraphrasing

This is the most important academic skill for the Reading section. Many of the questions and answer choices are paraphrases of information from the passage. Your ability to recognize paraphrases will be essential for you to score well on this section.

➤ Summarizing

The last question for every reading passage will require you to summarize the passage either by classifying information or by distinguishing between major points and minor points. Your skill in summarizing will be important because the last question is worth more points than the other questions.

➤ Synthesizing

This important skill is tested in other sections of the TOEFL® iBT.

QUIZ FOR THE READING SECTION

This is a quiz for the Reading section of the TOEFL® iBT. This section tests your ability to understand reading passages like those in college textbooks. During the quiz, you will read one reading passage and respond to 14 questions about it. You will have 25 minutes to read the passage and answer the questions. You may take notes while you read. You may use your notes to answer the questions.

"The Heredity Versus Environment Debate"

P1 The past century has seen heated controversy about whether intelligence, which relates strongly to school achievement, is determined primarily by heredity or by environment. A When IQ tests were undergoing rapid development early in the twentieth century, many psychologists believed that intelligence was determined primarily by heredity. B

P2 → **Environmentalist view.** By the middle of the twentieth century, numerous studies had counteracted the hereditarian view, and most social scientists took the position that environment is as important as or even more important than heredity in determining intelligence. C Social scientists who stress the **environmentalist view of intelligence** generally emphasize the need for continual compensatory programs beginning in infancy. Many also criticize the use of IQ tests on the grounds that these tests are culturally biased. D

P3 James Flynn, who collected similar data on other countries, found that "massive" gains in the IQ scores of the population in fourteen nations have occurred during the twentieth century. These improvements, according to Flynn's analysis, largely stemmed not from genetic improvement in the population but from environmental changes that led to gains in the kinds of skills assessed by IQ tests. Torsten Husen and his colleagues also have concluded, after reviewing large amounts of data, that improvements in economic and social conditions, and particularly in the availability of schooling, can produce substantial gains in average IQ from one generation to the next. In general, educators committed to improving the performance of low-achieving students find these studies encouraging.

P4 → **Hereditarian view.** The **hereditarian view of intelligence** underwent a major revival in the 1970s and 1980s, based particularly on the writings of Arthur Jensen, Richard Herrnstein, and a group of researchers conducting the Minnesota Study of Twins. Summarizing previous research as well as their own studies, these researchers identified heredity as the major factor in determining intelligence—accounting for up to 80 percent of the variation in IQ scores.

P5 Jensen published a highly controversial study in the *Harvard Educational Review* in 1969. Pointing out that African-Americans averaged about 15 points below whites on IQ tests, Jensen attributed this gap to a genetic difference between the two races in learning abilities and patterns. Critics countered Jensen's arguments by contending that a host of environmental factors that

affect IQ, including malnutrition and prenatal care are difficult to measure and impossible to separate from hereditary factors. IQ tests are biased, they said, and do not necessarily even measure intelligence. After his 1969 article, Jensen has continued to cite data that he believed link intelligence primarily to heredity. His critics continue to respond with evidence that environmental factors, and schooling in particular, have a major influence on IQ.

P6 → **Synthesizers' view.** Certain social scientists have taken a middle, or "synthesizing," position in this controversy. The **synthesizers' view of intelligence** holds that both heredity and environment contribute to differences in measured intelligence. For example, Christopher Jencks, after reviewing a large amount of data, concluded that heredity is responsible for 45 percent of the IQ variance, environment accounts for 35 percent, and interaction between the two ("interaction" meaning that particular abilities thrive or wither in specific environments) accounts for 20 percent. Robert Nichols reviewed all these and other data and concluded that the true value for heredity may be anywhere between 0.40 and 0.80 but that the exact value has little importance for policy. In general, Nichols and other synthesizers maintain that heredity determines the fixed limits of a range; within those limits, the interaction between environment and heredity yields the individual's intelligence. In this view, even if interactions between heredity and environment limit our ability to specify exactly how much of a child's intelligence reflects environmental factors, teachers (and parents) should provide each child with a productive environment in which to realize her or his maximum potential.

Glossary
IQ: intelligence quotient; a numerical value for intelligence

1. According to paragraph 2, which of the following is true about environmentalists?

Ⓐ They had only a few studies to prove their viewpoint.
Ⓑ They did not agree with the use of IQ tests to measure intelligence.
Ⓒ They did not believe that educational programs could raise IQ scores.
Ⓓ They were already less popular by the mid twentieth century.

Paragraph 2 is marked with an arrow [→].

2. Which of the sentences below best expresses the information in the highlighted statement in the passage? The other choices change the meaning or leave out important information.

Ⓐ Changes in the environment rather than genetic progress caused an increase in IQ scores, according to studies by Flynn.
Ⓑ Flynn's studies were not conclusive in identifying the skills that resulted in improvements on IQ tests.
Ⓒ IQ test results in research by Flynn did not improve because of genetics and environment.
Ⓓ The reason that gains in IQ tests occurred was because of the changes in skills that were tested.

3. The word data in the passage is closest in meaning to

Ⓐ experts
Ⓑ advice
Ⓒ arguments
Ⓓ information

4. Why does the author mention the "Minnesota Study of Twins" in paragraph 4?

Ⓐ To argue that environment is more important than heredity
Ⓑ To prove the importance of heredity in measuring IQ
Ⓒ To establish the synthesizer's view of intelligence
Ⓓ To summarize previous research before designing a new study

Paragraph 4 is marked with an arrow [➔].

5. According to paragraph 4, what can be inferred about the results of the Minnesota Study of Twins?

Ⓐ Twins brought up in different environments probably had similar IQ scores.
Ⓑ The environments were more important to IQ than the genetic similarity of twins.
Ⓒ The study did not support the previous work by Jensen and Herrnstein.
Ⓓ The IQ scores of twins can vary by as much as 80 percent.

Paragraph 4 is marked with an arrow [➔].

6. According to Jensen's opponents, IQ tests are not reliable because

Ⓐ heredity is not measured on the current forms of IQ tests
Ⓑ it is difficult to determine whether a factor is due to heredity or environment
Ⓒ learning abilities and patterns are different for people of diverse racial heredity
Ⓓ they only measure intelligence and not many other important factors

7. The word these in the passage refers to

Ⓐ differences in measured intelligence
Ⓑ a large amount of data
Ⓒ particular abilities
Ⓓ specific environments

8. Based on the information in paragraph 6, which of the following best explains the term "synthesizing"?

Ⓐ A moderate position between the two extremes
Ⓑ A position for which the evidence is overwhelming
Ⓒ A controversial position that is hotly debated
Ⓓ A modern revision of an outdated position

Paragraph 6 is marked with an arrow [➔].

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9. According to a synthesizer's view, how does heredity influence intelligence?

Ⓐ Heredity is very important but not as influential as environment.
Ⓑ Heredity sets limits on intelligence, but environment can overcome them.
Ⓒ A productive environment influences intelligence more than any other factor.
Ⓓ Heredity and environment interact within the limits set at birth.

10. According to the passage, all of the following are true of the hereditarian view EXCEPT

Ⓐ Studies by Jensen and Herrnstein support this point of view.
Ⓑ Many psychologists in the early twentieth century were hereditarians.
Ⓒ Intelligence as measured by IQ tests is a result of genetic predisposition.
Ⓓ Environmental factors are not able to be separated from heredity.

11. Which of the following statements most accurately reflects the author's opinion about IQ tests?

Ⓐ The author believes that IQ tests should be used continuously from infancy.
Ⓑ According to the author, there are too many disadvantages to IQ testing.
Ⓒ The author maintains a neutral point of view about IQ tests in the discussion.
Ⓓ IQ tests should be used in research studies but they should not be used in schools.

12. Look at the four squares [■] that show where the following sentence could be inserted in the passage.

Those who took this *hereditarian* view of intelligence thought that IQ tests and similar instruments measured innate differences present from birth in people's capacity.

Where could the sentence best be added?

Click on a square [■] to insert the sentence in the passage.

13. Complete the table by matching the phrases on the left with the headings on the right. Select the appropriate answer choices and drag them to the views of intelligence to which they relate. TWO of the answer choices will NOT be used. ***This question is worth 4 points.***

To delete an answer choice, click on it. To see the passage, click on **View Text**.

Answer Choices	**Hereditarian**
A Proposed interaction between heredity and environment.	•
B Attributed lower IQ to malnutrition and lack of health care.	•
C Suggested an innate range of IQ was influenced by environment.	•

	Environmentalist
D Was supported by the Minnesota Twins study in the 1970s.	
E Claimed racial composition was a factor in measured IQ.	•
F Maintained that IQ tests were often biased in favor of the majority culture.	•
G Cited schooling as a positive consideration in the gains in IQ.	•
H Stated that social improvements improve performance on IQ tests.	•
I Advanced this viewpoint when IQ tests were being developed.	

14. **Directions:** An introduction for a short summary of the passage appears below. Complete the summary by selecting the THREE answer choices that mention the most important points in the passage. Some sentences do not belong in the summary because they express ideas that are not included in the passage or are minor points from the passage. ***This question is worth 2 points.***

Historically, psychologists have proposed three viewpoints to explain the influence of heredity and environment on IQ scores.

•

•

•

Answer Choices

A Studies by James Flynn verified significant increases in IQ scores among populations in fourteen nations in the last century.

B By the 1970s, psychologists reversed their position, citing heredity as the primary determiner of intelligence as measured by IQ tests.

C Because IQ tests are unfair to minority cultures, the current view is to disregard previous studies that use them as a basis for measurement.

D In the mid 1900s, the popular view was that environment was the more important factor in the development of intelligence.

E Before the development of IQ tests, both heredity and environment were thought to influence the relative intelligence of children.

F Some modern psychologists have proposed a theory that relies on the interaction between heredity and environment to determine IQ.

This is the end of the Reading Quiz. To check your answers, refer to the Progress Chart for the Reading Quiz, Chapter 5, pages 505–506.

STUDY PLAN

What did you learn from taking the quiz? What will you do differently when you take the model tests in the next chapter? Take a few minutes to think, and then write a sentence or two to help you revise your study plan.

EXTRA CREDIT

After you have completed this chapter, you may want to continue a review of reading. Here are some suggestions.

Practice reading on a computer screen. Reading on a computer screen is different from reading on a page. First, there is generally less text visible. Second, you must scroll instead of turning pages. Finally, there may be quite a few icons or other distracting visuals surrounding the passage. To become comfortable with reading on a computer screen, you should take advantage of every opportunity you have to practice. If you have a computer, spend time reading on the screen. Everything you read will help you improve this new skill.

Practice reading the kinds of topics that you will find in the Reading section. The reading passages are similar to the information that you will find in textbooks from general courses taught in colleges and universities during the first two years. If you can borrow English language textbooks, read passages from natural sciences, social sciences, the humanities, and the arts. The kinds of passages in encyclopedias are usually at a reading level slightly below that of textbooks, but they offer an inexpensive way to obtain a lot of reading material for different content areas. If you have access to the Internet, free encyclopedias are available online. An encyclopedia on CD-ROM is another option, which you may be able to use at a local library. If you purchase an encyclopedia on CD-ROM, an edition from a previous year will be cheaper and just as useful for your purposes.

ADVISOR'S OFFICE

If your body is relaxed, your mind can relax more easily. During the TOEFL examination, if you find yourself pursing your lips, frowning, and tightening your shoulders, then use a few seconds to stretch. Clasp your hands and put your arms over your head. Then turn your palms up to the ceiling and look up at your fingers. Pull your arms up as high as you can to stretch your muscles. Be sure not to look at anything but your own hands and the ceiling. That way, you won't be suspected of signaling to a friend. Even a two-second stretch can make a difference. Now, yawn or take a deep breath in and out, and you'll be more relaxed and ready to go on.

LISTENING

OVERVIEW OF THE LISTENING SECTION

The Listening section tests your ability to understand spoken English that is typical of interactions and academic speech on college campuses. During the test, you will listen to conversations and lectures and answer questions about them.

There are two formats for the Listening section. On the short format, you will listen to two conversations and four lectures. On the long format, you will listen to three conversations and six lectures. After each listening passage, you will answer 5–6 questions about it. Only two conversations and four lectures will be graded. The other conversation and lectures are part of an experimental section for future tests. Because you will not know which conversations and lectures will be graded, you must try to do your best on all of them.

You will hear each conversation or lecture one time. You may take notes while you listen, but notes are not graded. You may use your notes to answer the questions.

Choose the best answer for multiple-choice questions. Follow the directions on the page or on the screen for computer-assisted questions. Click on **Next** and then on **OK** to go to the next question. You cannot return to previous questions.

The Listening section is divided into sets. Each set includes one conversation and two lectures. You have 20 minutes to answer all of the questions on the short format and 30 minutes to answer all of the questions on the long format. A clock on the screen will show you how much time you have to complete your answers for the section. The clock does NOT count the time you are listening to the conversations and lectures.

REVIEW OF PROBLEMS FOR THE LISTENING SECTION

➤ Prompts

A prompt for the Listening section is either a conversation on a college campus or part of a lecture in a college classroom on one of the natural sciences, social sciences, humanities, or arts. Each conversation or lecture is between three and six minutes long. There are either 6 or 9 prompts in the Listening section with 5–6 questions after each prompt. When you are presented with 6 prompts, all 6 will be graded. When you are presented with 9 prompts, only 6 will be graded, and 3 will be used for experimental purposes. You should do your best on all 9 prompts because you will not know which of them will be graded. Problems 15–18 in this review refer to the first prompt. Problems 19–24 refer to the second prompt. The scripts for the prompts in this review chapter have been printed for you to study while you listen to them. On the official TOEFL® iBT, you will not see the prompts, but you will see the questions while you hear them. The quiz at the end of this review and the model tests are like the official TOEFL® iBT. You will not see the scripts while you listen to the prompts for the quiz and the model tests.

CONVERSATION

Problems 15–18, Conversation, CD 1 Track 1. Listen to a conversation on campus between two students.

Man: Wait up. I need to ask you about something.

Woman: Oh, hi Jack.

Man: Hi. Listen, I was just wondering whether you understood what Professor Carson was saying about the review session next Monday?

Woman: Sure. Why?

Man: Well, the way I get it, it's optional.

Woman: Right. He said if we didn't have any questions, we should just use the time to study on our own.

Man: Okay. That's what I thought. Maybe I'll just skip it then.

Woman: Well, it's up to you, but the thing is . . . sometimes at a review session, someone else will ask a question, and, you know, the way the professor explains it, it's really helpful, I mean, to figure out what he wants on the test.

Man: Oh I didn't think about it that way, but it makes sense. So, you're going to go then.

Woman: Absolutely. Um, I've had a couple of other classes with Carson and the review sessions always helped get me organized for the test.

Man: Oh.

Woman: And, if you've missed any of the lectures, he usually has extra handouts from all the classes. So . . .

Man: Well, I haven't missed any of the sessions.

Woman: Me neither. But I'm still going to be there. Look, uh, if it's like the other review sessions, the first hour he's going to go over the main points for each class, kind of like an outline of the course. Then from five-thirty to six-thirty, he'll take questions. That's the best part. And the last half hour, he'll stay for individual conferences with people who need extra help. I usually don't stay for that.

Man: Okay. So we just show up at the regular time and place for class?

Woman: Or not, if you decide to study on your own.

Man: Right. But, don't you think he'll notice who's there?

Woman: He said he wasn't going to take attendance.

Man: Yeah, but still . . .

Woman: It's a fairly large class.

Man: But if he's grading your final and he remembers you were at the review, it might make a difference.

Woman: Maybe. I think the important thing is just to study really hard and do your best. But, the review sessions help me study. I think they're really good.

Man: Okay. Thanks. I guess I'll go, too.

Woman: So I'll see you there.

Man: Yeah, I think I . . . I'd better go.

➤ Problems

The problems in this review represent the types of questions that are most frequently tested on the TOEFL. The number of points assigned to each problem is based on the evaluation system for the TOEFL. The frequency level for each problem is based on the average number of thirty-four questions that are usually included in a Listening section of six prompts.

Average	1–2
High	3–4
Very high	5+

Problem 15: Purpose

A *Purpose* problem asks you to explain why the speakers are having a conversation or why the professor is presenting the material in a lecture. Choose from four reasons.
Points—1
Frequency Level—Average

1. Why does the man want to talk with the woman?

Ⓐ To ask her to help him study for the exam
Ⓑ To get some handouts for a class he has missed
● To clarify his understanding of the review session
Ⓓ To find out her opinion of Professor Carson

Problem 16: Detail

A *Detail* problem asks you to answer a question about a specific point in the conversation or lecture.
Choose from four possible answers.
Points—1
Frequency Level—Very high

2. Why does the woman think that the review session will be helpful?

Ⓐ Because she has some questions that she wants to ask the professor
Ⓑ Because Professor Carson will tell them some of the test questions
● Because it helps to hear the answers to questions that other people ask
Ⓓ Because she needs an individual conference with the professor

PROBLEM 17: INFERENCE

An *Inference* problem asks you to draw a conclusion based on information in the conversation or lecture. Choose from four possible answers.
Points—1
Frequency Level—Very high

3. Why does the man decide to go to the review session?

Ⓐ Because the review session will make up for absences
● Because the woman convinces him that it is a good idea
Ⓒ Because the professor has recommended the session
Ⓓ Because he needs help to organize his class notes

PROBLEM 18: PRAGMATICS

A *Pragmatics* problem asks you to comprehend the function of language on a level deeper than the surface meaning. You may need to understand the purpose or motivation of the speaker, or you may need to interpret the speaker's attitude or doubt about something in the conversation or lecture. Listen to a replay of the sentence or sentences that you must interpret.
Choose from four possible answers.
Points—1
Frequency Level—Very high

4. Listen again to part of the conversation. Then answer the following question.

Woman: He said he wasn't going to take attendance.
Man: Yeah, but still . . .
Woman: It's a fairly large class.

Why does the man say this: "Yeah, but still . . ."?

● He thinks that the professor will notice if a student is absent.
Ⓑ He agrees with the woman about the attendance policy.
Ⓒ He wants to change the subject that they are discussing.
Ⓓ He tries to encourage the woman to explain her opinion.

LECTURE

Problems 19–24, Lecture, CD 1, Track 2. Listen to part of a lecture in a zoology class.

Professor:
As you know from the textbook, mimicry isn't limited to insects, but it's most common among them, and by mimicry I'm referring to the likeness between two insects that aren't closely related but look very much alike. The insects that engage in mimicry are usually very brightly colored. One of the insects, the one that's characterized by an unpleasant taste, a bad smell, a sting or bite, that insect is called the *model*. The mimic looks like the model but doesn't share the characteristic that protects the model from predators. But, of course, the predators associate the color pattern or some other trait with the unpleasant characteristic and leave both insects alone.

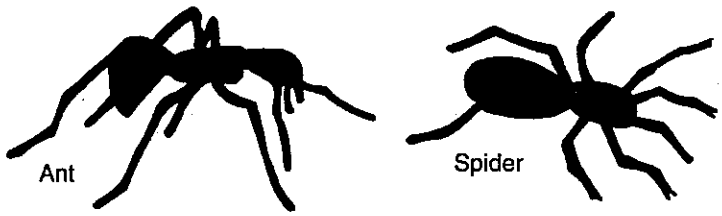
Henry Bates was one of the first naturalists who noticed that some butterflies that closely resembled each other were actually unrelated, so mimicry in which one species copies another is called Batesian mimicry. I have some lab specimens of a few common mimics in the cases here in the front of the room, and I want you to have a chance to look at them before the end of the class. There's a day flying moth with brown and white and yellow markings. And this moth is the model because it has a very unpleasant taste and tends to be avoided by moth eaters. But you'll notice that the swallowtail butterfly mounted beside it has very similar coloration, and actually the swallowtail doesn't have the unpleasant taste at all. Another example is the monarch butterfly, which is probably more familiar to you since they pass through this area when they're migrating. But you may not know that they have a very nasty taste because I seriously doubt that any of you have eaten one. But for the predators who *do* eat butterflies, this orange and black pattern on the monarch is a warning signal not to sample it. So, the viceroy butterfly here is a mimic. Same type of coloring but no nasty taste. Nevertheless, the viceroy isn't bothered by predators either, because it's mistaken for the monarch. So how does a predator know that the day flying moth and the monarch aren't good to eat? Well, a bird only has to eat one to start avoiding them all—models and mimics.

A stinging bumblebee is another model insect. The sting is painful and occasionally even fatal for predators. So there are a large number of mimics. For example, there's a beetle that mimics bumblebees by beating its wings to make noise, and the astonishing thing is that it's able to do this at the same rate as the bumblebee so exactly the same buzzing sound is created. I don't have a specimen of that beetle, but I do have a specimen of the hoverfly, which is a mimic of the honeybee, and it makes a similar buzzing sound, too. When you compare the bee with the fly, you'll notice that the honeybee has two sets of wings, and the hoverfly has only one set of wings, but as you can imagine, the noise and the more or less similar body and color will keep most predators from approaching closely enough to count the wings.

Some insects without stingers have body parts that mimic the sharp stinger of wasps or bees. Although the hawk moth is harmless, it has a bundle of hairs that protrudes from the rear of its body. The actual purpose of these hairs is to spread scent, but to predators, the bundle mimics a stinger closely enough to keep them away, especially if the hawk moth is moving in a threatening way as if it were about to sting. There's a hawk moth here in the case, and to me at least, it doesn't look that much like the wasp mounted beside it, but remember when you're looking at a specimen, it's stationary, and in nature the *movement* is also part of the mimicry.

Oh, here's a specimen of an ant, and this is interesting. Another naturalist, Fritz Muller, hypothesized that similarity among a large number of species could help protect *all* of them. Here's what he meant. After a few battles with a stinging or biting ant, especially when the entire colony comes to the aid of the ant being attacked, a predator will learn to avoid ants, even those that don't sting or bite, because they all look alike and the predator associates the bad experience with the group. And by extension, the predator will also avoid insects that mimic ants, like harmless beetles and spiders.

Look at this.



I have a drawing of a specimen of a stinging ant beside a specimen of a brownish spider and the front legs of the spider are mounted so they look more like antennae because that's just what the spider does to mimic an ant. That way it appears to have six legs like an ant instead of eight like a spider.

Okay, we have about ten minutes left, and I want you to take this opportunity to look at the specimen cases here in the front of the room. I'll be available for questions if you have them. How about forming two lines on either side of the cases so more of you can see at the same time?

PROBLEM 19: MAIN IDEA

A *Main Idea* problem asks you to identify the topic of the lecture, that is, what the lecture is mainly about.
Choose from four possible answers.
Points—1
Frequency Level—High

5. What is the lecture mainly about?

- ● An explanation of mimicry among species in the insect world
- Ⓑ A comparison of the features of the viceroy and the monarch butterfly
- Ⓒ A hypothesis to explain why similarity among species protects them all
- Ⓓ A response to questions about the specimens displayed in the cases

PROBLEM 20: ORGANIZATION

An *Organization* problem asks you recognize the rhetorical structure of a lecture or part of a lecture. For example, chronological order, steps in a sequence, cause and effect, comparison.
Choose from four possible answers.
Points—1
Frequency Level—Average

6. How does the professor organize the lecture?

- ● He shows specimens to demonstrate his points.
- Ⓑ He compares the theories of two naturalists.
- Ⓒ He classifies different types of mimics.
- Ⓓ He puts the ideas in chronological order.

PROBLEM 21: DETAILS

A *Details* problem asks you to answer a question about a specific point in the conversation or lecture.
Choose two or three answers from four to six possibilities.
Points—1
Frequency Level—Average

7. According to the lecture, what are some characteristics of a *model*?

Click on 3 answer choices.

- 🄰 A pair of wings
- ■ A foul odor
- ■ A bad taste
- 🄳 A drab color
- ■ A painful sting

Problem 22: Technique

A *Technique* problem asks you to identify the way that a professor makes a point, for example, by comparing, by providing a definition, by giving an example.
Choose from four possible answers.
Points—1
Frequency Level—Average

8. How does the professor explain Batesian mimicry?

Ⓐ By giving a precise definition
● By providing several examples
Ⓒ By referring to the textbook
Ⓓ By contrasting it with another hypothesis

Problem 23: Yes-No

A *Yes-No* problem asks you to decide whether statements agree or disagree with information in the lecture.
Mark a list of statements in a chart as either *Yes* or *No*.
Points—1–2
Frequency Level—Average

9. In the lecture, the professor explains Fritz Muller's hypothesis. Indicate whether each of the following supports the hypothesis.
Click in the correct box for each choice.

		Yes	No
A	Predators avoid species of insects that have harmed them in the past by stinging or biting them.	✔	
B	Predators may be killed when an entire colony of insects joins forces against them.		✔
C	Predators leave harmless insects alone if they are part of a group that includes stinging insects.	✔	
D	Predators will refrain from attacking harmless insects if they look like insects that have stung them before.	✔	
E	Predators protect themselves from harmful insects by stinging or biting them before they are attacked.		✔

PROBLEM 24: CONNECTIONS

A *Connections* problem asks you to relate ideas or information in the lecture.
Match answers with categories, list the order of events or steps in a process, and show relationships on a chart.
Points—1–4
Frequency Level—Average

10. Indicate whether each insect below refers to a model or a mimic.
    Click in the correct box for each phrase.

Insects	Mimic	Model
A A viceroy butterfly		
B A brown spider		
C A hawk moth		
D A bumblebee		
E A biting ant		

LISTENING STRATEGIES

In addition to the academic skills that you learned in the previous chapter, there are several listening strategies that will help you succeed on the TOEFL and after the TOEFL.

➤ Get organized

Before you begin the Listening section on the official TOEFL, you will have an opportunity to adjust the volume on your headset. Be sure to do it before you dismiss the directions and begin the test. After the test has begun, you may not be able to adjust the volume. When you practice using the model tests in this book, adjust the volume at the beginning. Learn to get it right without touching the volume button again during practice. Then, prepare to listen. The directions tend to be long and boring, especially if you have experience taking model tests and know what to do. Don't get distracted. Be ready to hear the first word in the introduction to the first listening passage.

- Adjust the volume first
- Prepare to listen

➤ Preview

The introductions for the conversations and lectures contain important information that will help you prepare your mind to listen. For example, the narrator may say, "Now get ready to listen to part of a lecture in a history class." When you hear the introduction, you learn two useful facts. First, you know that you will be listening to a lecture. Second, you know that the lecture will be about history. This is helpful because it is a preview for the listening passage.

- Pay attention to the introductions
- Glance at the photo

➤ Use visuals

The photographs and other visuals are there to provide a context for the conversations and lectures. In general, the pictures of people are for orientation to the conversations and lectures, whereas the visuals of objects, art, specimens, maps, charts, and drawings support the meaning of the conversations and lectures. Do *not* focus on the pictures of people. *Do* focus on the other visuals that appear during the conversations and lectures. They could reappear in a question. When you take the model tests, practice selective attention. Look briefly at the pictures of the professor and the students, but be alert to the other visuals. If you become too involved in looking at the people, you may pay less attention to the audio, and you could miss part of the passage.

- Glance at the photos of people
- Focus on content visuals

➤ Read screen text

During the questions for conversations and lectures, watch the screen carefully. You will hear the questions, and you will also see them as text on the screen. If you find that it is to your advantage to close your eyes or look away from the photo during the short conversations, be sure to give your full attention to the screen again while the questions are being asked and the answer choices are presented. By using the model tests, you will be able to develop a rhythm for interacting with the screen that is best for you.

- Read the questions
- Develop a rhythm

➤ Understand campus context

The conversations and lectures take place in a campus context. A glossary at the end of this book contains a listing of campus vocabulary. These words and phrases will help you understand the conversations between campus personnel, professors, and students. Pragmatic understanding will help you understand the function of a sentence. A few examples of function are an apology, an explanation, or a way to get the listener's attention or to change the topic. Pragmatic understanding will also help you interpret the speaker's attitude and the nature of the information—a fact or an opinion. Studying the glossary is an important strategy for the Listening section. Start now.

- Learn campus vocabulary
- Study pragmatic cues for lectures

➤ Concentrate

Sometimes the environment for the TOEFL is not ideal. If the room is small, you may hear a very low hum from another headset or the scratch of pencils on paper when others are taking notes. These sounds can be distracting, especially during the Listening section. The earphones on your headset should suppress most of the noise, but it will be helpful if you have some strategies to help you concentrate. Some students press their earphones more tightly to their ears by holding them with their hands during long listening passages, but this may be clumsy for you when you reach for the mouse to answer questions. Other students train themselves to concentrate in a somewhat distracting environment by taking at least one model test in a small room where other people are studying, such as a library or a study lounge in a dormitory. Remember, you may not be able to control the test environment, but you can control your response to it. By keeping your eyes on the screen and the scratch paper and by remaining calm, you will be able to concentrate better. If the test situation is noisy, don't get angry and start negative talk in your mind. Don't let your emotions interfere with your concentration.

- Focus on the test materials
- Stay calm

APPLYING THE ACADEMIC SKILLS TO THE TOEFL

➤ Taking Notes

Taking notes is probably the most important academic skill for the Listening section. When you take notes, you will organize the information into major points and minor points. You will also record information that you can refer to when you answer questions. Your ability to take notes will be critical for you to score well on this section.

➤ Paraphrasing

Many of the answer choices are paraphrases of information from the passage. Your ability to recognize paraphrases will be helpful as you choose your answers.

➤ Summarizing

The first question in each conversation usually requires you to understand the purpose of the conversation, and the first question in each lecture usually requires you to recognize a summary of the main idea. By mastering the academic skill of summarizing, you will be able to respond correctly to the first question in each prompt. You will also be better prepared to relate ideas and make connections.

➤ Synthesizing

This important skill is tested in other sections of the TOEFL® iBT.

QUIZ FOR THE LISTENING SECTION

This is a quiz for the Listening section of the TOEFL® iBT. This section tests your ability to understand campus conversations and academic lectures. During the quiz, you will listen to one conversation and one lecture. You will hear each conversation or lecture one time and respond to questions about them. You may take notes while you listen. You may use your notes to answer the questions.

CONVERSATION

Questions 1–4, Conversation, CD 1, Track 3. Listen to a conversation on campus between a professor and a student.

1. Why does the man go to see his professor?

   Ⓐ To borrow a reference book that he needs
   Ⓑ To ask a question about the material
   Ⓒ To get advice about studying for a test
   Ⓓ To pick up some handouts from the class

2. Why does the student say this:

   Ⓐ To challenge the professor's idea
   Ⓑ To encourage the professor to explain
   Ⓒ To try to change the subject
   Ⓓ To interrupt the professor respectfully

3. How should Jack prepare for the test?

   Ⓐ He should memorize the material in the book.
   Ⓑ He should study the questions before the test.
   Ⓒ He should organize his notes by topic.
   Ⓓ He should not change his usual study plan.

4. Why does the professor give open-book tests?

   Ⓐ Because she believes it helps students with memorization
   Ⓑ Because her tests contain a large number of small facts
   Ⓒ Because her students are more successful with the course
   Ⓓ Because she thinks it provides a better learning experience

LECTURE

Questions 5–14, Lecture, CD 1, Track 3 continued. Listen to part of a lecture in an economics class.

5. What is the lecture mainly about?

   Ⓐ Changes in economic systems
   Ⓑ Tax incentives for business
   Ⓒ Supply-side economics
   Ⓓ A favorable balance of trade

6. How does the professor organize the lecture?

   Ⓐ By contrasting several economic systems
   Ⓑ By taking a historical perspective
   Ⓒ By arguing against Friedman and Asmus
   Ⓓ By pointing out the benefits of Reaganomics

7. According to the lecturer, what did Kennedy and Reagan have in common?

   Ⓐ They were both honored as Nobel laureates in economics.
   Ⓑ They cut taxes to spur the economy during their administrations.
   Ⓒ They identified themselves with supply-side economics.
   Ⓓ They both taught at the Chicago School of Economics.

8. What would Milton Freidman most likely say about moving a manufacturing plant from the United States to a site abroad?

   Ⓐ He would oppose it because it would cause people to lose their jobs.
   Ⓑ He would consider it an opportunity for business to cut costs.
   Ⓒ He would view it as a natural process in the shift to technology.
   Ⓓ He would be concerned about the decrease in productivity.

9. According to Barry Asmus, what are two key ways that consumers contribute to the creation of new jobs?

   Click on 2 answer choices.

   [A] By investing their tax savings
   [B] By purchasing cheaper goods
   [C] By moving on to better paying jobs
   [D] By spending more money

10. How does the professor explain the shift from manufacturing to technology?

Ⓐ He points to the global economy as the explanation for it.
Ⓑ He disagrees with most economists about the long-term effects.
Ⓒ He compares it with the change from agriculture to manufacturing.
Ⓓ He believes that it is too soon to draw any conclusions about it.

11. Why does the professor mention the General Electric plant?

Ⓐ Because the plant is a good example of increased productivity
Ⓑ Because unemployment resulted from company decisions
Ⓒ Because the company was able to retrain their employees
Ⓓ Because the plant was down-sized and many jobs were lost

12. Why does the professor say this:

Ⓐ He would like the students to answer the question.
Ⓑ He is joking with the students about the supply-siders.
Ⓒ He wants the students to follow his logical answer.
Ⓓ He is impatient because the students aren't paying attention.

13. In the lecture, the professor explains supply-side economics. Indicate whether each of the following strategies supports the theory.
Click in the correct box for each choice.

	Yes	No
A Reduce tax rates		
B Cut government spending		
C Increase productivity		
D Tolerate temporary unemployment		
E Discourage consumer spending		

14. Put the following events in the correct order.

Ⓐ Businesses hire more employees with the tax savings.
Ⓑ The government works to affect a reduction in taxes.
Ⓒ The businesses and their employees pay more taxes.
Ⓓ Profits increase because of the growth in businesses.

This is the end of the Listening Quiz. To check your answers, refer to the Progress Chart for the Listening Quiz, Chapter 5, page 510.

STUDY PLAN

What did you learn from taking the quiz? What will you do differently when you take the model tests in the next chapter? Take a few minutes to think, and then write a sentence or two to help you revise your study plan.

EXTRA CREDIT

After you have completed this chapter, you may want to continue a review of listening. Here are some suggestions.

Listen to an international news broadcast in English. Be sure to select a television or radio program that includes reporters from various English-speaking countries, especially Canada, the United States, Australia, and Great Britain. The Listening section of the TOEFL now includes voices that represent a variety of English accents. The purpose of this activity is to understand diverse speech. Don't take notes. Just listen and try to understand as much as you can.

Watch educational television programs. The Learning Channel, Discovery, PBS, BBC, and others provide narrated programming with visuals on subjects that simulate lecture topics on the TOEFL. Take notes while you watch the program. During commercial breaks, mute the program and try to summarize the major points that you have heard, using your notes.

Attend lectures in English. Local colleges and clubs often have free lectures in English. Choose to attend lectures that simulate college classrooms. In addition, several web sites offer lectures and talks. Select topics from natural science, social science, humanities, and the arts.

www.npr.org; click on *archives*

www.c-span.org; click on *booknotes*

ADVISOR'S OFFICE

There is usually a ten-minute break after the Listening section. What you do during the break is important. If you start to talk in your language with friends who are nervous or negative, you will go back into the Speaking section nervous and negative. Choose a friend who is willing to speak English with you during the break. Use the time to encourage each other with positive talk. If you speak English, you will continue thinking in English, and you will make a smooth transition into the next section of the TOEFL. If you are also thinking positively, you will be ready to do your best.

www.irlanguage.com

SPEAKING

OVERVIEW OF THE SPEAKING SECTION

The Speaking section tests your ability to communicate in English in an academic setting. During the test, you will be presented with six speaking questions. The questions ask for a response to a single question, a conversation, a talk, or a lecture.

You may take notes as you listen, but notes are not graded. You may use your notes to answer the questions. Some of the questions ask for a response to a reading passage and a talk or a lecture. The reading passages and the questions are written, but the directions will be spoken.

Your speaking will be evaluated on both the fluency of the language and the accuracy of the content. You will have 15–20 seconds to prepare and 45–60 seconds to respond to each question. Typically, a good response will require all of the response time, and the answer will be complete by the end of the response time.

You will have about 20 minutes to complete the Speaking section. A clock on the screen will show you how much time you have to prepare each of your answers and how much time you have to record each response.

REVIEW OF PROBLEMS FOR THE SPEAKING SECTION

➤ Prompts

A prompt for the Speaking section is either spoken or written. For example, a prompt might be a question, a conversation, part of a lecture, a written announcement, or part of a textbook passage. Each question has a slightly different prompt. There are six sets of prompts in the Speaking section with 1 question after each set. Problems 1–6 in this review refer to the kinds of prompts that are typical on the TOEFL® iBT. The scripts for the spoken prompts have been printed for you to study while you listen to them. On the official TOEFL, you will not see the spoken prompts. You will see the written announcements and textbook passages, and you will also see the questions while you hear them. The quiz at the end of this review and the model tests are like the official TOEFL® iBT. You will not see the scripts while you listen to the prompts for the quiz and the model tests.

➤ Problems

The problems in this review represent the types of questions that are most frequently tested on the TOEFL. The task for each problem is explained. Each problem appears as one of the 6 questions included in the Speaking section.

Problem 25: Experiences

In Question 1, you will be asked to speak about a personal experience. This may be a place, a person, a possession, a situation, or an occasion. After you hear the question, you will make a choice from your experience and then explain why you made that choice.

You will have 15 seconds to prepare and 45 seconds to speak.

Task

- Describe your experience
- Explain the reasons for your choice

Problem 25, Example Question, CD 1, Track 4.

Where would you like to study in the United States?

Example Notes—Answer and Reasons

Washington, D.C.

- Family in the area—advice, help
- International city—food, stores
- Tours—sites, trains to other cities
- Universities—excellent, accepted at 1

Problem 25, Example Answer, CD 1, Track 4 continued.

I'd like to study at a university in Washington, D.C., because I have family in the area, and . . . and it would be nice to have them close by so I could visit them on holidays and in case I need advice or help. I've been to Washington several times, and I like it there. It's an international city with restaurants and stores where I can buy food and other things from my country while, uh, while I'm living abroad. And Washington is an exciting place. I've gone on several tours, but I still have many places on my list of sites to see. Also, um, there are trains to New York and Florida so I could take advantage of my free time to see other cities. Um, as for the universities, there are several, uh, several excellent schools in Washington and . . . and I'd probably be accepted at one of them.

Checklist 1

✔ The talk answers the topic question.
✔ The point of view or position is clear.
✔ The talk is direct and well-organized.
✔ The sentences are logically connected.
✔ Details and examples support the main idea.
✔ The speaker expresses complete thoughts.

- ✔ The meaning is easy to comprehend.
- ✔ A wide range of vocabulary is used.
- ✔ There are only minor errors in grammar.
- ✔ The talk is within a range of 125–150 words.

Problem 26: Preferences

In Question 2, you will be asked to speak about a personal preference. This may be a situation, an activity, or an event. After you hear the question, you will make a choice between two options presented and then explain why you made that choice.

You will have 15 seconds to prepare and 45 seconds to speak.

Task

- Choose between two options
- Explain the reasons for your preference

Problem 26, Example Question, CD 1, Track 5.

Some students live in dormitories on campus. Other students live in apartments off campus. Which living situation do you think is better and why?

Example Notes—Choice and Reasons

Dormitories

- More interaction—practice English, study
- Less responsibility—meals, laundry, cleaning
- Better location—library, recreation, classroom buildings

Problem 26, Example Answer, CD 1, Track 5 continued.

A lot of my friends live off campus, but I think that living in a dormitory is a better situation, uh, especially for the first year at a new college. Dormitories are structured to provide opportunities for interaction and for making friends. As a foreign student, it would be an advantage to be in a dormitory to practice English with other residents and to find study groups in the dormitory. And dorm students have, uh, less responsibility for meals, laundry, and . . . and, uh, cleaning because there are meal plans and services available, uh, as part of the fees. Besides, there's only one check to write so, uh, the book, uh, the bookkeeping . . . it's minimal. And the dormitory offers an ideal location near the library and, um, all the recreational facilities, and . . . and the classroom buildings.

Checklist 2

- ✔ The talk answers the topic question.
- ✔ The point of view or position is clear.
- ✔ The talk is direct and well-organized.
- ✔ The sentences are logically connected.
- ✔ Details and examples support the main idea.
- ✔ The speaker expresses complete thoughts.
- ✔ The meaning is easy to comprehend.
- ✔ A wide range of vocabulary is used.
- ✔ There are only minor errors in grammar.
- ✔ The talk is within a range of 125–150 words.

Problem 27: Reports

In Question 3, you will be asked to read a short passage and listen to a speaker on the same topic. The topic usually involves a campus situation and the speaker's opinion about it. After you hear the question, you will be asked to report the speaker's opinion and relate it to the reading passage.

You will have 45 seconds to read the passage. After you have listened to the talk, you will have 30 seconds to prepare and 60 seconds to speak.

Task

- Summarize a situation and an opinion about it
- Explain the reason or the background
- Connect listening and reading passages

Reading
45 seconds

Announcement concerning a proposal for a branch campus
The university is soliciting state and local funding to build a branch campus on the west side of the city where the I-19 expressway crosses the 201 loop. This location should provide convenient educational opportunities for students who live closer to the new campus as well as for those students who may choose to live on the west side once the campus is established. The city plan for the next ten years indicates that there will be major growth near the proposed site, including housing and a shopping area. By building a branch campus, some of the crowding on the main campus may be resolved.

Problem 27, Talk, CD 1, Track 6.

I understand that a branch campus on the city's west side would be convenient for students who live near the proposed site, and it might attract more local students, but I oppose the plan because it will redirect funds from the main campus where several classroom buildings need repair. Hanover Hall for one. And, uh, a lot of the equipment in the chemistry and physics labs should be replaced. In my lab classes, we don't do some of the experiments because, uh, because we don't have enough equipment. And we need more teachers on the main campus. I'd like to see the branch campus funding allocated for teachers' salaries in order to decrease the student-teacher ratios. Most of the freshman classes are huge, and there's very little interaction with professors. Um, a branch campus would be a good addition, but not until some of the problems on the main campus have been taken care of.

Example Notes—Situation and Opinion

Plans to open a branch campus

- convenient for students near
- might attract more students
- relieve crowding on main campus

But will redirect funds from main campus

- buildings need repair
- equipment should be replaced
- more teachers—smaller classes

Problem 27, Example Question, CD 1, Track 6 continued.

The man expresses his opinion of the proposal in the announcement. Report his opinion and explain the reasons he gives for having that opinion.

Problem 27, Example Answer, CD 1, Track 6 continued.

The man concedes that the branch campus might be advantageous for students living close to the new location, but he's concerned that the funding for a branch campus will affect funding on main campus for . . . for important capital improvements such as classroom buildings that are, uh, in need of repair. Um, and equipment in the science labs is getting old, so it needs to be replaced. And he also points out that more teachers are needed for the main campus in order to reduce student-teacher ratios, which . . . which would improve the quality of the teaching and the, uh, amount of interaction in classes. So the man feels that more attention should be given to the main campus and funding should be directed to improve the main campus before a branch campus is considered.

Checklist 3

- ✔ The talk summarizes the situation and opinion.
- ✔ The point of view or position is clear.
- ✔ The talk is direct and well-organized.
- ✔ The sentences are logically connected.
- ✔ Details and examples support the opinion.
- ✔ The speaker expresses complete thoughts.
- ✔ The meaning is easy to comprehend.
- ✔ A wide range of vocabulary is used.
- ✔ Errors in grammar are minor.
- ✔ The talk is within a range of 125–150 words.

Problem 28: Examples

In Question 4, you will be asked to listen to a speaker and read a short passage on the same topic. The topic usually involves a general concept and a specific example of it. Sometimes the speaker provides a contradictory point of view. After you hear the question, you will be asked to explain the example and relate it to the concept or contrast the opposing views.

You will have 45 seconds to read the passage. After you have listened to the talk, you will have 30 seconds to prepare and 60 seconds to speak.

Task

- Explain how an example supports a concept OR
  Contrast one view with another view
- Connect listening and reading passages

Reading
45 seconds

The telegraphic nature of early sentences in child language is a result of the omission of grammatical words such as the article *the* and auxiliary verbs *is* and *are* as well as word endings such as *-ing, -ed,* or *-s.* By the end of the third year, these grammatical forms begin to appear in the speech of most children. It is evident that a great deal of grammatical knowledge is required before these structures can be used correctly, and errors are commonly observed. The correction of grammatical errors is a feature of the speech of preschoolers four and five years old. The study of the errors in child language is interesting because it demonstrates when and how grammar is acquired.

Problem 28, Lecture, CD 1, Track 7.

English uses a system of about a dozen word endings to express grammatical meaning—the *–ing* for present time, *-s* for possession and plurality, and, uh, the *–ed* for the past, to mention only a few. But . . . how and when do children learn them? Well, in a classic study by Berko in the 1950s, investigators . . . they elicited a series of forms that required the target endings. For example, a picture was shown of a bird, and . . . and the investigator identified it by saying, "This is a Wug." Then the children were shown two similar birds, to, uh, . . . to elicit the sentence, "There are two___." And if the children completed the sentence by saying "Wugs," well, then it was inferred that they had learned the *–s* ending. Okay. Essential to that study was the use of nonsense words like "Wug," since the manipulation of the endings could have been supported by words that the children had . . . had already heard. In any case, charts were developed to demonstrate the, uh, the gradual natural of grammatical acquisition. And the performance by children from eighteen months to four years confirmed the basic theory of child language that the, uh, . . . the gradual reduction of grammatical errors . . . that these are evidence of language acquisition.

Example Notes—Concept and Example

Word endings—grammatical relationships

- *-ed* past
- *-s* plural

Wug experiment—Berko

- Nonsense words—not influenced by familiar
- Manipulated endings
- Data about development

Problem 28, Example Question, CD 1, Track 7 continued.

Describe the Wug experiment and explain why the results supported the basic theory of child language acquisition.

Problem 28, Example Answer, CD 1, Track 7 continued.

In English, there are several important word endings that express grammatical relationships, for example, the *-ed* ending signals that the speaker's talking about the past and the *-s* ending means "more than one," uh, when it's used at the end of a noun. So, when children learn English, they, um, they make errors in these endings, but they gradually refine their use until they master them. In the Wug experiment, Berko created nonsense words to get children to use endings . . . so . . . so the researchers could, uh, follow their development. It was important not to

use *real* words because the children might have been influenced by a word they'd heard before. So this experiment provided data about the time it takes and the age when endings are learned. It supported the basic theory of child language that, um, sorting out grammatical errors is a feature of the speech of . . . of four-year-olds . . . and a stage in language acquisition.

Checklist 4

- ✔ The talk relates an example to a concept.
- ✔ Inaccuracies in the content are minor.
- ✔ The talk is direct and well-organized.
- ✔ The sentences are logically connected.
- ✔ Details and examples support the opinion.
- ✔ The speaker expresses complete thoughts.
- ✔ The meaning is easy to comprehend.
- ✔ A wide range of vocabulary is used.
- ✔ The speaker paraphrases in his/her own words.
- ✔ The speaker credits the lecturer with wording.
- ✔ Errors in grammar are minor.
- ✔ The talk is within a range of 125–150 words.

Problem 29: Problems

In Question 5, you will be asked to listen to a conversation and explain a problem as well as the solutions that are proposed.

After you have listened to the conversation, you will have 20 seconds to prepare and 60 seconds to speak.

Task

- Describe a problem and several recommendations
- Express an opinion about the better solution OR
  Propose an alternative solution

Problem 29, Conversation, CD 1, Track 8.

Student 1: Did your scholarship check come yet?
Student 2: Yeah, it came last week. Didn't yours?
Student 1: No. That's the problem. And everything's due at the same time—tuition, my dorm fee, and let's not forget about books. I need about four hundred dollars just for books.
Student 2: Well, do you have any money left from last semester, in your checking account, I mean?
Student 1: Some, but not nearly enough. The check probably won't be here until the end of the month and I won't get paid at work for two more weeks . . . I don't know what I'm going to do.

Student 2: How about your credit card? Could you use that?
Student 1: Maybe, but I'm afraid I'll get the credit card bill before I get the scholarship check and then I'll be in worse trouble because of, you know, the interest rate for the credit card on top of everything else.
Student 2: I see your point. Still, the check might come before the credit card bill. You might have to gamble, unless . . .
Student 1: I'm listening.
Student 2: Well, unless you take out a student loan. A short-term loan. They have them set up at the Student Credit Union. Isn't that where you have your checking account?
Student 1: Umhum.
Student 2: So you could take out a short-term loan and pay it off on the day that you get your check. It wouldn't cost that much for interest because it would probably be only a few weeks. That's what I'd do.

Example Notes—Problem and Possible Solutions, Opinion, and Reasons

Problem—not enough money

- Scholarship check late
- Books, tuition, dorm due

Solutions

- Use credit card
- Take out student loan

Opinion—support student loan

- Paid same day
- $ not much

Problem 29, Example Question, CD 1, Track 8 continued.

Describe the woman's budgeting problem and the two suggestions that the man makes. What do you think the woman should do and why?

Problem 29, Example Answer, CD 1, Track 8 continued.

The woman doesn't have enough money for her expenses. Um, she has to pay tuition and her dorm fee is due at the same time. Besides that, she needs to buy books. So the problem is everything has to be paid now, and she won't get her scholarship check until the end of the month, and she won't get her paycheck for two weeks. Um, the man suggests that she use her credit card because she won't have to pay it off until the end of the month, but the problem is . . . the . . . the interest would be substantial if the scholarship check is delayed. The other idea—to take out a student loan—that seems better because the loan could be paid off on the day the check arrives instead of a fixed date, and it wouldn't cost much to get a short-term loan at the Student Credit Union. So . . . I support applying for a student loan.

Checklist 5

- ✔ The talk summarizes the problem and recommendations.
- ✔ The speaker's point of view or position is clear.
- ✔ The talk is direct and well-organized.
- ✔ The sentences are logically connected.
- ✔ Details and examples support the opinion.
- ✔ The speaker expresses complete thoughts.
- ✔ The meaning is easy to comprehend.
- ✔ A wide range of vocabulary is used.
- ✔ Errors in grammar are minor.
- ✔ The talk is within a range of 125–150 words.

Problem 30: Summaries

In Question 6, you will be asked to listen to part of an academic lecture and to give a summary of it.

After you have listened to the lecture, you will have 20 seconds to prepare and 60 seconds to speak.

Task

- Comprehend part of an academic lecture
- Summarize the main points

Problem 30, Lecture, CD 1, Track 9.

Two types of irrigation methods that are used worldwide are mentioned in your textbook. Flood irrigation—that's been a method in use since ancient times—and we still use it today where water's cheap. Basically, canals connect a water supply like a river or a reservoir to the fields where ditches are constructed with valves, uh, valves that allow farmers to siphon water from the canal, sending it down through the ditches. So that way the field can be totally flooded, or smaller, narrow ditches along the rows can be filled with water to irrigate the crop. But, this method does have quite a few disadvantages. Like I said, it's contingent upon cheap water because it isn't very efficient and the flooding isn't easy to control, I mean, the rows closer to the canal usually receive much more water, and of course, if the field isn't flat, then the water won't be evenly distributed. Not to mention the cost of building canals and ditches and maintaining the system. So let's consider the alternative—the sprinkler system. In this method of irrigation, it's easier to control the water and more efficient since the water's directed only on the plants. But, in hot climates, some of the water can evaporate in the air. Still, the main problem with sprinklers is the expense for installation and maintenance because there's a very complicated pipe system and that usually involves a lot more repair and even replacement of parts, and of course, we have to factor in the labor costs in feasibility studies for sprinklers.

Example Notes—Main Points

Flood

- Not efficient
- Difficult to control—flat fields
- Initial expense to build canals, ditches
- Requires maintenance

Sprinkler

- Complicated pipe system
- Expensive to install, maintain, repair, replace
- Labor cost

Problem 30, Example Question, CD 1, Track 9 continued.

Using examples from the lecture, describe two general types of irrigation systems. Then explain the disadvantages of each type.

Problem 30, Example Answer, CD 1, Track 9 continued.

Two methods of irrigation were discussed in the lecture. First, flood irrigation. It involves the release of water into canals and drainage ditches that flow into the fields. The disadvantages of the flood method, um, well, it isn't very efficient since more water is used in flooding than the crops actually, uh, need, and also it isn't easy to control. Another problem is the initial expense for the construction of the canals and the connecting ditches as well as . . . as maintenance. And besides that, if the fields aren't flat, the water doesn't—I mean, it isn't distributed evenly. The second method is sprinkler irrigation, which uses less water and provides better control, but there is some evaporation, and the pipe system's complicated and can be expensive to install and maintain. So . . . there's usually a lot more labor cost because the equipment must be repaired and replaced more often that a canal system.

Checklist 6

- ✔ The talk summarizes a short lecture.
- ✔ Inaccuracies in the content are minor.
- ✔ The talk is direct and well-organized.
- ✔ The sentences are logically connected.
- ✔ Details and examples support the opinion.
- ✔ The speaker expresses complete thoughts.
- ✔ The meaning is easy to comprehend.
- ✔ A wide range of vocabulary is used.
- ✔ The speaker paraphrases in his/her own words.
- ✔ The speaker credits the lecturer with wording.

✔ Errors in grammar are minor.
✔ The talk is within a range of 125–150 words.

SPEAKING STRATEGIES

In addition to the academic skills that you learned in the previous chapter, there are several speaking strategies that will help you succeed on the TOEFL and after the TOEFL.

➤ Anticipate the first question

You will probably be asked to talk about familiar topics at the beginning of the Speaking section. If you think about some of these topics, you will know how to answer when you hear the questions. A few seconds to prepare does not give you enough time to organize your thoughts unless you have the advantage of prior preparation.

You may be asked to choose a favorite person, place, activity, or item to talk about. To prepare for this question, spend a few minutes thinking about your personal favorites.

- Prepare some answers
- Read them aloud

EXAMPLE

My favorite pastime is *traveling*.

1. My favorite teacher is _____.
2. My favorite city is _____.
3. My favorite class is _____.
4. My favorite book is _____.
5. My favorite movie is _____.
6. My favorite sport is _____.
7. My favorite vacation place is _____.
8. My favorite holiday is _____.
9. My favorite music is _____.
10. My favorite person is _____.

➢ Support your answers

The directions in speaking questions usually ask you to give examples or reasons to support your answers. Develop the habit of adding the word *because* after your opinions, and provide at least two reasons to support your position. You will become a better thinker and a better speaker. For example, "My favorite pastime is traveling *because* I like to meet people and I enjoy learning about different places." "My favorite city is San Diego *because* the climate is beautiful year round and there are many interesting sights in or near the city."

- Use the word *because*
- Give two or three examples or reasons

➢ Understand the task

You must listen to the question to understand how to organize your answer. If you are being asked to state an opinion, you should state your opinion and argue only one side of the issue. If you are being asked to argue both sides of the issue and take a stand, then the task is very different. In that case, you will have to make a case for both sides before you state your opinion.

- Read the question carefully
- Respond to the topic

➢ Pronounce to communicate

Everyone has an accent in English. People from Australia have an Australian accent. People from the United States have an American accent. People from Britain have a British accent. See what I mean? The important point is that your accent is okay as long as the listener can understand you. It is good to try to improve your pronunciation, but communication is more important for the TOEFL and for your academic and professional life.

- Accept your accent
- Improve communication

➢ Sound confident

If you speak in a very low voice, hesitating and apologizing, the listener makes some negative assumptions. This person is not confident. This person probably doesn't know the answer. Try to speak up and sound assertive without being aggressive. It helps to start with a smile on your face.

- Speak up
- Be assertive

➢ Read 135 words per minute

Yes, this is a speaking strategy. To succeed on the Speaking section, you will be asked to read short passages of about 100 words each, and you will have about 45 seconds in which to complete the reading. This reading speed is not impossibly fast, but you will have to avoid re-reading phrases in order to finish within the time limit. When you take the quiz at the end of this section, you will hear a cue to start reading, and a question at the end of 45 seconds. This will

help you time yourself. You probably already read 135 words per minute. If not, work on reading faster, using the reading strategies at the beginning of this chapter.

- Time yourself
- Increase speed to 135

➢ Adapt notes

The system for taking notes that you will learn in Chapter 3 can be made more effective by adapting it for each question. Use the task and the question to anticipate an outline for your notes. Refer to the example notes for Problems 25–30 on pages 57–66 for models of adapted notes.

- Use a system for taking notes
- Adapt the format for each question

➢ Pace yourself

There is no time for a long introduction. You have one minute or less to make your point. Start immediately with a direct statement. For example, "The lecturer compares bacteria and viruses." Include the most important points. When you practice speaking, using the model tests in this book, you will hear a prompt to start and a beep to end your speech. On the TOEFL, you must stop when the beep sounds. Always time yourself when you are practicing for the Speaking section. If you are not using the audio timing, then set a kitchen timer for the number of seconds that corresponds to the type of test problem that you are practicing—45 or 60—and then begin speaking. When the bell rings, stop speaking. Did you complete your thought or did you have more to say? Learn to pace yourself. Soon you will develop a sense of timing for the questions and you will know how much you can say in a short answer.

- Start with a direct statement
- Make a few major points
- Set a timer

➢ Prepare key phrases

Some key phrases are useful for each of the problems in the Speaking section. Refer to pages 103–104 for additional words and phrases.

Question 1: Experiences

My favorite _____ is _____ because _____ .

Question 2: Preferences

Although some people _____ , I prefer _____ because _____ .

Although there are many good reasons why _____ , I favor _____ because _____ .

Although a good argument can be made for _____ , my preference is _____ because _____.

Question 3: Reports

The speaker supports _____ because _____ .

The speaker opposes _____ because _____ .

Question 4: Examples

According to the (reading, lecture) _____ .

_____ is an example of _____ .

Question 5: Problems

The problem is that _____ .

According to _____ , one solution is to _____ .

Another possibility is to _____ .

I think that the best solution is to _____ because _____ .

It seems to me that _____ is the best solution because _____ .

Question 6: Summaries

Definition:	According to the lecturer, a _____ is _____ .
Description:	According to the lecturer, a _____ has (three) characteristics.
Classification:	(Two) types of _____ were discussed in the lecture.
Chronology:	The lecturer explained the sequence of events for _____ .
Comparison:	The lecturer compared _____ with _____ .
Contrast:	The lecturer contrasted _____ with _____ .
Cause and Effect:	The lecturer explains why _____ .
Problem and Solution:	The lecturer presents several solutions for the problem of _____ .

- Study the key phrases
- Practice using them

➢ Use verbal pauses

If you get to a point where you don't know what to say, it is better to use some verbal pauses to think instead of stopping and thinking in silence. Silence on the tape is going to lose points for you. You can say, *Okay*, *Now*, *Um*, *And,* or *Uh*. All of these verbal pauses are very common in the speech of native speakers. Of course, if you use these too often, you will also lose points because they will distract the listener and you won't have enough time to answer the question completely.

- Learn verbal pauses
- Use them when necessary

➢ Correct yourself

How can you correct yourself while you are speaking? First, recognize the difference between mistakes and slips. Most of the time, you *don't know* that you have made a mistake, but you *do know* when you make a slip. Even native speakers make mistakes and slips in grammar. In a very long sentence, we can forget whether the subject was singular or plural, and we can make a mistake. But sometimes we hear our mistake, and we correct slips by backing up and starting over. Some commonly used phrases to correct a previous grammatical slip are *I mean* or *that is*. For example, "The worker bees that take care of the young is called, I mean are called, nurses." These phrases can be used to correct content, too. For example, "Drones are female bees, I mean, male bees." A good rule is to always correct slips in content and correct slips in grammar and word choice if you can do it quickly and move along without interrupting the flow of your speech.

- Correct slips
- Use common phrases

➢ Speak to the criteria for evaluation

There are checklists for each question on the Speaking section. Use these checklists to evaluate your speaking. If you do not know how to use the checklist, get some extra help. For other options to evaluate your speaking, see page 783.

- Keep the checklists in mind
- Take advantage of other options

➢ Stay positive

It is natural to be a little anxious about speaking in a second language, but it is important not to become negative and frightened. Negative thoughts can interfere with your concentration, and you may not hear the questions correctly. Take some deep breaths before each question and say this in your mind: "I am a good speaker. I am ready to speak." If you begin to have negative thoughts during the test, take another deep breath and think "confidence" as you breathe in. Focus on listening to the questions. Focus on taking notes.

- Take deep breaths
- Use positive self-talk

APPLYING THE ACADEMIC SKILLS TO THE TOEFL

➢ Taking notes

Taking notes is an important academic skill for the Speaking section because you will use them to organize your talk and you will refer to them while you are speaking. When you take notes, it will help you to adapt to the type of question presented. Use the example notes in this chapter to help you. Your ability to take notes will support your success on every question in the Speaking section.

➢ Paraphrasing

Many of the answer choices are paraphrases of information from the passage. Your ability to recognize paraphrases will be helpful as you choose your answers.

➢ Summarizing

You will be speaking a minute or less in response to each question. You must be brief, but you must also include all of your major points. In other words, you must summarize. The first two questions in the Speaking section require you to talk about familiar topics. In these questions, you can summarize your experiences. The last two questions require you to summarize the information in a conversation and a lecture. Your ability to summarize will be crucial for you to score well on this section.

➢ Synthesizing

This important skill is tested in two questions on the Speaking section. Question 3 requires you to synthesize the information in a talk and in a short reading. Question 4 requires you to synthesize the information in a reading passage and in a lecture. You will receive points not only for speaking well but also for including accurate content. The ability to integrate reading and listening by synthesizing information will be necessary for you to achieve a high score on the Speaking section.

QUIZ FOR THE SPEAKING SECTION

This is a quiz for the Speaking section of the TOEFL® iBT. This section tests your ability to communicate in English in an academic context. During the quiz, you will respond to six speaking questions. You may take notes as you listen. You may use your notes to answer the questions. The reading passages and the questions are written (printed in the book), but the directions will be spoken. Once you begin, do not pause the audio.

Quiz for the Speaking Section, CD 1, Track 10.

QUESTION 1

If you were asked to choose one movie that has influenced your thinking, which one would you choose? Why? What was especially impressive about the movie? Use specific reasons and details to explain your choice.

Preparation Time: 15 seconds
Recording Time: 45 seconds

QUESTION 2

Some people think that teachers should be evaluated by the performance of their students on standardized tests at the end of the term. Other people maintain that teachers should be judged by their own performance in the classroom, and not by the scores that their students achieve on tests. Which approach do you think is better and why? Use specific reasons and examples to support your opinion.

Preparation Time: 15 seconds
Recording Time: 45 seconds

QUESTION 3

Reading Time: 45 seconds

Policy for Tuition
In order to qualify for instate tuition, a student must have lived within this state for a period of not less than one year. Furthermore, the instate address must be the permanent residence of the student. College campus addresses may not be used as permanent residences. The student's driver's license and any vehicles must be registered in the state, and the previous year's state tax form must have been submitted to this state. Voter registration and a high school diploma may also be used as evidence of instate status. Spouses and children of military personnel qualify for instate tuition without residence requirements.

The student expresses his opinion of the policy for instate tuition. Report his opinion and explain the reasons that he gives for having that opinion.

Preparation Time: 30 seconds
Recording Time: 60 seconds

QUESTION 4

Reading Time: 45 seconds

Communication with Primates

Early experiments to teach primates to communicate with their voices failed because of the differences in their vocal organs, not their intellectual capacity. Dramatic progress was observed when researchers began to communicate by using American Sign Language. Some chimpanzees were able to learn several hundred signs that they put together to express a number of relationships similar to the initial language acqusition of children. In addition, success was achieved by using plastic symbols on a magnetic board, each of which represented a word. For example, a small blue triangle represented an apple. Chimpanzees were able to respond correctly to basic sequences and even to form some higher-level concepts by using the representative system.

Explain the importance of the Kanzi experiment in the context of research on primate communication.

Preparation Time: 30 seconds
Recording Time: 60 seconds

QUESTION 5

Describe the woman's problem and the two suggestions that her friend makes about how to handle it. What do you think the woman should do, and why?

Preparation Time: 20 seconds
Recording Time: 60 seconds

QUESTION 6

Using the main points and examples from the lecture, describe the habitable zone, and then explain how the definition has been expanded by modern scientists.

Preparation Time: 20 seconds
Recording Time: 60 seconds

This is the end of the Speaking Quiz. To check your answers, refer to the Progress Chart for the Speaking Quiz, Chapter 5, page 515.

STUDY PLAN

What did you learn from taking the quiz? What will you do differently when you take the model tests in the next chapter? Take a few minutes to think and then write a sentence or two to help you revise your study plan.

EXTRA CREDIT

After you have completed this chapter, you may want to continue a review of speaking. Here are some suggestions.

Listen to good models of speaking in similar situations. Research is clearly on the side of those who advocate listening as a method to improve speaking. This means that one of the best ways to learn to speak well is to listen to good speakers. It is also important to simulate the kind of speaking situation that you will be required to complete. On the TOEFL, you have six questions and six situations. If you ask similar questions to excellent speakers and listen carefully to their responses, you will learn a great deal. That is why this book contains recorded examples of the answers that excellent speakers might provide for the questions in this review chapter and in the Speaking section of each model test. For extra credit and improvement, ask teachers or English-speaking friends to record their answers to the Speaking questions in this book. Don't give them the questions in advance. Use the same presentation and timing that you are using for the model tests. Then listen to their answers.

Practice using the telephone to speak. Call a friend to practice some of the speaking questions by phone. Speak directly into the phone. Ask your friend to confirm that you are speaking at a good volume to be heard clearly and that you sound confident, but not arrogant. If your friend is a native speaker, you can ask some of the Speaking questions and listen to the responses. Some telephones have a recording option. With your friend's permission, you can record the call.

OPTIONS FOR EVALUATION

It is difficult to evaluate your own speaking. If you are taking an English class, ask your teacher to use the checklists in this chapter to evaluate your speaking. You need to know how you are progressing in relationship to the criteria on the checklists because that is how you will be evaluated on the TOEFL® iBT.

If you do not have good options to have your speaking evaluated without a fee, there is a fee-based option that will provide professional evaluations. See page 783 for details.

ADVISOR'S OFFICE

When you face a challenge, "fake it until you can make it." This means that you should act as though everything were working out well, even when you have doubts. Put a smile on your face, even if it isn't real, and eventually it will be a real smile. Stand up straight with your head high and walk with purpose. You will start to actually feel more confident. If you are acting like a successful person, it may feel strange at first. But the more you practice your role as a successful person, the more comfortable you will be. Soon, when you reach your goals and you are truly successful, you will have practiced the role, and you will be the person you have been playing.

WRITING

OVERVIEW OF THE WRITING SECTION

The Writing section tests your ability to write essays in English similar to those that you would write in college courses. During the test, you will write two essays.

The Integrated Essay. First you will read an academic passage and then you will listen to a lecture on the same topic. You may take notes as you read and listen, but notes are not graded. You may use your notes to write the essay. The reading passage will disappear while you are listening to the lecture, but the passage will return to the screen for reference when you begin to write your essay. You will have 20 minutes to plan, write, and revise your response. Typically, a good essay for the integrated topic will require that you write 150–225 words.

The Independent Essay. You will read a question on the screen. It usually asks for your opinion about a familiar topic. You will have 30 minutes to plan, write, and revise your response. Typically, a good essay for the independent topic will require that you write 300–350 words.

A clock on the screen will show you how much time you have left to complete each essay.

REVIEW OF PROBLEMS FOR THE WRITING SECTION

➢ Prompts

A prompt for the Writing section is either a question that refers to both a spoken and written text for the integrated essay or a written question for the independent essay. Problems 31–34 in this review refer to the kind of prompts that are typical on the TOEFL. On the official TOEFL® iBT, you will be asked to respond to one integrated question and one independent question. The scripts for the spoken prompts have been printed for you to study while you listen to them. On the official TOEFL® iBT, you will not see the spoken prompt. You will see the written question and textbook passage.

➢ Problems

The problems in this review represent the types of questions that are most frequently tested on the TOEFL. The task for each problem is explained. Each problem appears as one of the two questions included in the Writing section.

Problem 31: Synthesis of Opposing Ideas

In this integrated essay question, you will be asked to read a short passage from a textbook and then listen to part of a short lecture about the same topic. The ideas in the textbook and the lecture will not agree. After you read the question, you write an essay that includes information from both the reading and the lecture.

You will have 20 minutes to plan, write, and revise your essay. Typically, a good response will require that you write 150–225 words.

Task

- Read a short passage and take notes
- Listen to a short lecture and take notes
- Answer a question using information from *both* the reading and the lecture

Reading Passage
Time: 3 minutes

> In his classic book *The Interpretation of Dreams,* published in 1900, Sigmund Freud identified wish fulfillment as the origin of many dreams. For example, a student who is concerned about taking an important exam may dream about the exam, or, more likely, some type of symbol for the exam will appear in a dream. Since thoughts must be translated into concrete images, dreams are expressed in pictures rather than in words. Freud advanced the notion of dream symbols, that is, images with deep symbolic meaning. In the case of the exam, it might be expressed as an obstacle or a hurdle in a race. In Freud's view, dreams have much in common with daydreams. There is a wish that is forbidden or repressed in some way, and forces that oppose it. In the case of dreams while sleeping, they offer a compromise, that is, a way for the wish to be expressed safely.
>
> According to Freud, dreams can be viewed as a way to reveal the unconscious. To that end, there are two levels to every dream, including the manifest content, which is obvious and direct, and the latent content, which is symbolic. To return to the example of the student's dream, the manifest content would be the hurdle in the race, but the latent content would be the exam that is in the dreamer's subconscious. Because some wishes and desires are too disturbing or too socially inappropriate to surface from the unconscious to the conscious mind, the symbols that are employed may make the wish difficult to expose. The student may actually want to cheat in order to succeed on the exam, but in a dream, borrowing a friend's book may be a more acceptable way to express that desire. In a sense, the dream serves to protect the mind from a conflict in the unconscious.

Reading Passage Notes
Freud 1900 Interp. Dreams

- wish fulfillment ← d

Ex

- student d exam or symbol
- d = pictures ∅ words
- symbols images
- exam = obstacle in race

D = daydreams

- wish repressed
- d safe express
- d reveal unconscious

2 levels = manifest content = obvious, direct/obstacle race
latent content = symbolic/exam

- wishes disturbing or inapprop
- symbols protect from conflict

Problem 31, Lecture, CD 1, Track 12. Now listen to a lecture on the same topic as the passage you have just read.

As you will recall from the reading in your textbook, Freud's psychodynamic theory is premised on the assumption that dreams arise from a troubled subconscious mind, and so they have deep meaning. But there are other points of view that you should be familiar with. Allan Hobson and Robert McCarley propose a very different theory of dreams. They turn to biochemical research and physiology for answers. Using data from their study of sleep activity in cats, and by the way, they used cats because cats have brain waves and muscle movements during sleep that are very similar to those of humans. In any case, Hobson and McCarley determined that the kind of sleep associated with dreams is controlled from the brain stem and, furthermore, that there are chemicals in the stem that regulate the firing of certain neurons. So they posit that during dream sleep, brain cells that control movement and balance are activated, but the messages do not transfer to the body and, consequently, no movement is initiated. Still, the brain is trying to interpret the messages, so dreams occur.

But how does this explain what we dream about? I mean the content. Well, let's take the example of a common dream. Let's say, you are trying to escape from something. The brain receives a message to run, but the legs don't respond. According to the activation-synthesis theory, the dream that results will probably include something about being chased and running away. In other words, you will play out the physical movement in a dream. But, according to the proponents of the activation-synthesis theory, there isn't any hidden meaning in your dream. Your unfulfilled desires have nothing to do with it. For the neurophysiologists, a dream is just a chemical response to brain cells.

Lecture Notes
Hobsin + MacKarly

- biochemical research + physiology
- sleep activity cats/brain waves, muscle movements = humans
- dreams ←
- chemicals → firing neurons brain cells → movement
- ∅ transfer body = no movement/interpret message dream

Ex

- escape dream
- brain message – run ∅ legs → chase + run
- activation synthesis theory
- no hidden meaning or unfulfilled desires
- chem. response to brain cells

Essay Question

Summarize the main points in the lecture, contrasting them with the ideas in the reading passage.

Integrated Essay

In research with cats, Hobsin and MacKarly concluded that dreams are the result of chemicals in the brain that cause neurons to fire. Although the brain is signaling the body to move, the message does not reach the muscles. Instead, it is interpreted in a dream. The example the lecturer cited was a dream in which a person wants to escape. The brain signals the legs to run, but instead, the dreamer sees images of himself being chased. According to the theory, dreams are simply a chemical response to neurological activity.

This new model, called activation synthesis theory, contrasts sharply with the earlier theory that Freud put forward in his classic book *The Interpretation of Dreams*, in which he explained dreaming as symbolic images that reveal repressed desires and unfulfilled wishes. Furthermore, Freud interpreted dreams on two levels. The first, manifest content, was the literal or direct interpretation, whereas the second, latent content, exposed the symbolic nature of the image. For example, a student who is worried about an exam may dream about an obstacle in a race, creating the manifest content of the obstacle on a race track because of the underlying latent content associated with the exam.

For Hobsin and MacKarly, no unfulfilled wishes are relevant in the student's dream. The chemistry of the brain and not the psyche causes the vision of the race track and all other images in dreams.

Checklist for Integrated Essay

- ✔ The essay answers the topic question.
- ✔ Inaccuracies in the content are minor.
- ✔ The essay is direct and well-organized.
- ✔ The sentences are logically connected.
- ✔ Details and examples support the main idea.
- ✔ The writer expresses complete thoughts.
- ✔ The meaning is easy to comprehend.
- ✔ A wide range of vocabulary is used.
- ✔ The writer paraphrases in his/her own words.
- ✔ The writer credits the author with wording.
- ✔ Errors in grammar and idioms are minor.
- ✔ The academic topic essay is within a range of 150–225 words.

Evaluator's Comments

The essay answers the topic question and the content is accurate. The writer credits the researchers and paraphrases ideas. It is a well-organized essay with logically connected sentences. The meaning is clear.

Problem 32: Synthesis of Supporting Ideas

In this integrated essay question, you will be asked to read a short passage from a textbook and then listen to part of a short lecture about the same topic. The ideas in the textbook and the lecture will agree. After you read the question, you write an essay that includes information from both the reading and the lecture.

You will have 20 minutes to plan, write, and revise your essay. Typically, a good response will require that you write 150–225 words.

Task

- Read a short passage and take notes
- Listen to a short lecture and take notes
- Answer a question using information from *both* the reading and the lecture

Reading Passage

Time: 3 minutes

According to the nebular hypothesis, between 4 and 5 million years ago, a large cloud of dust and gas collected around the region in which the current solar system is positioned. Although similar clouds of dust and gas referred to as nebulae are relatively common and may be found throughout the galaxy, in this cloud as much as 99 percent of the material consisted of hydrogen and helium, and all other naturally occurring elements were also included in small proportions.

Gravity initiated a collapse in the cloud, which in turn caused it to spin rapidly. This spinning resulted in a disk shape with a rounded middle and flat edges. Random regions exerted a stronger gravitational pull and solid elements began to connect and, ultimately, to break apart into small objects called planetesimals ranging in size from a few feet to a few miles. As these planetesimals collided and captured each other, distinct masses concentrated in areas approximately where the planets are now found.

At the same time that the planets were forming, the Sun began to transform itself into a star. The star, which had retained almost 99 percent of the nebula's original mass, radiated light and heat. The planets nearest the center, which we call the terrestrial planets, were formed from materials that did not disintegrate at higher temperatures, whereas the planets farther away, called the Jovian planets, contained virtually the same mix of helium, hydrogen, and trace elements as the original nebula and were able to condense at much lower temperatures. Asteroids and comets were also swirling around the system, including matter that was not collected by collision with a planet or the gravitational pull of a planet. The fact that the orbits of all the planets lie near the same plane is further evidence of the solar system's rapid rotation when the nebular cloud began to flatten out.

Reading Passage Notes
Nebular Hypothesis

- 4–5 m yrs ago
- cloud dust + gas → solar system
- 99% hydrogen + helium w/all elements
- gravity collapse → spin/disk rounded mid + flat edges
- random regions = strong gravity → connect + break apart planetisimals
- planetisimals collided + captured → planets
- Sun 99% nebula's mass → light + heat
- planets near = terrestrial/not disintegrate higher temp
  far = Jovian/same mix hydrogen + helium etc as cloud/condense lower temp
- asteroids + comets swirl
- orbits near same plane = evidence rapid rotation

Problem 32, Lecture, CD 1, Track 13. Now listen to a lecture on the same topic as the passage you have just read.

Newer high-speed computers have allowed us to perform experiments by modeling events that would be very difficult to duplicate under natural conditions. And we have been able to do some interesting research with models of the collapse of an interstellar cloud under the influence of its own gravitational pull. The modeling has led to a general consensus that stars form in that way—a process of collapse, I mean. So, although the experiments are not definitive, they lead us to the logical conclusion that when a star is born, it will probably have a circumstellar nebula with conditions that are very favorable to the formation of planets. In effect, we have been able to watch the conditions that existed at the beginning of the formation of the solar system, and observe how the planets were formed. And that's pretty amazing. Furthermore, the modeling suggests that the planetary formation seems to be a natural consequence of the process that initiates the formation of a star. So, this suggests that planetary systems are the rule, rather than the exception. And that means that an organized search for other planetary systems should yield some rather interesting results. We may find that the nebular hypothesis is valid not only for our solar system but also for other systems in the universe. Besides that, when we do the math, we have to assume that at least some of the stars would produce solar systems with planets that could support life.

Lecture Notes
Computer model

- research collapse interstellar cloud influence gravity
- stars form = process collapse
- star born probably nebula = conditions form planets
- natural result process initiates formation star
- planetary systems rule, not exception
- N H other systems universe
- math → some stars → solar systems → support life

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Essay Question
Summarize the nebular hypothesis that is described in the reading and then explain how the lecture supports the hypothesis.

Integrated Essay

The nebular hypothesis posits that between four and five million years ago a cloud of dust and gas containing all of the elements in the solar system collapsed under the force of gravity, an event which caused the cloud to spin and flatten into a disk. Then, a stronger gravitational pull caused bodies to merge and pull apart, forming planetesimals that eventually shaped the planets that exist today. The planets near the Sun, which we call the terrestrial planets, tolerated higher temperatures, but the planets farther away had a composition more similar to the original cloud and condensed when exposed to the lower temperature. The fact that the planets orbit close to the same plane is evidence for the hypothesis. Furthermore, new technologies have allowed us to test the hypothesis with a computer model, which replicates the original conditions. According to scientists, the formation of planets is a natural result of the process that occurs in the formation of a star. Moreover, the nebular hypothesis suggests that there are other solar systems in the universe, some of which could support life.

Checklist for Integrated Essay

- ✔ The essay answers the topic question.
- ✔ Inaccuracies in the content are minor.
- ✔ The essay is direct and well-organized.
- ✔ The sentences are logically connected.
- ✔ Details and examples support the main idea.
- ✔ The writer expresses complete thoughts.
- ✔ The meaning is easy to comprehend.
- ✔ A wide range of vocabulary is used.
- ✔ The writer paraphrases in his/her own words.
- ✔ The writer credits the author with wording.
- ✔ Errors in grammar and idioms are minor.
- ✔ The essay is within a range of 150–225 words.

Evaluator's Comments
The writer has responded to both parts of the question, using transition words to connect the sentences logically. The content is accurate and easy to understand. Excellent vocabulary selection and variety of grammatical structures support the well-paraphrased essay.

Problem 33: Opinion

In this independent essay question, you will be asked to write an essay about a familiar topic. This may be a place, a person, a possession, a situation, or an occasion. After you read the question, you will state your opinion and then explain why you have that opinion.

You will have 30 minutes to plan, write, and revise your essay. Typically, a good response will require that you write a minimum of 300 words.

Task

- State your opinion
- Explain the reasons for your opinion

Question

Some students apply for admission only to their first-choice school, while others apply to several schools. Which plan do you agree with, and why? Be sure to include details and examples to support your opinion.

Example Notes

Several schools

- application ∅ guarantee admission
  - competitive standards
  - no space
  - w/o school 1 semester
  - $ but saves time
- learn about options
  - communications
  - discover advantages
  - assistantships
  - negative experience
- I plan 3 schools
  - 1 choice happy
  - options open

Independent Essay

Although I understand students who desire to concentrate all of their energy on applications to their first-choice schools, I support making application to several different schools. There are two reasons why I feel this is important. First, application does not guarantee admission, even for a very highly qualified applicant. The school that a student prefers may have very competitive standards for acceptance. In spite excellent academic credentials, high scores on admissions tests such as the SAT and the TOEFL, and exceptional supporting documents, some qualified applicants may be turned away because not enough space to accommodate them. If students apply to their first-choice schools, and they are not accepted for reasons that could not be anticipated, they may find themselves in the position of being without a school for at least a semester while they scramble to apply to the schools they had considered as second or third choices. It is expensive to apply to a large number of schools because of the application fees, but making applications to three schools can save time, which is also a valuable commodity.

Another reason to apply to several schools is the opportunity to learn more about each the educational options during the application process. While materials are being submitted and communication is occurring between the student and the school officials, advantages at the second- or third-choice school may be discovered as a result of the information exchanged. Scholarships, grants, and other opportunities may be extended when the committee is reviewing the application at one of the schools. For example, an unpublicized research assistantship may be available because of the prior work experience that an applicant has included on the application form. Conversely, the experience that the student has in applying to the first-choice

school may be so negative that another school will be more attractive than the first-choice institution.

When I am ready to study at a university, I plan to apply to three schools—two with very competitive standards, and one with moderate standards. If I am admitted at my first-choice school, I will be happy, but I will leave my options open during the application process just in case I discover some advantages at one of the other schools.

Checklist for Independent Essay

- ✔ The essay answers the topic question.
- ✔ The point of view or position is clear.
- ✔ The essay is direct and well-organized.
- ✔ The sentences are logically connected.
- ✔ Details and examples support the main idea.
- ✔ The writer expresses complete thoughts.
- ✔ The meaning is easy to comprehend.
- ✔ A wide range of vocabulary is used.
- ✔ Various types of sentences are included.
- ✔ Errors in grammar and idioms are minor.
- ✔ The essay is within a range of 300–350 words.

Evaluator's Comments

The writing sample is well-organized. It addresses the question and does not digress from the topic. There is a logical progression of ideas, and the writer uses good transitions. Opinions are supported by examples. The writer demonstrates excellent language proficiency, as evidenced by a variety of grammatical structures and acceptable vocabulary. The reader can understand this opinion without re-reading. There are only a few grammatical errors that appear to have occurred because of time constraints. They have been corrected below:

Line 5	in spite of
Line 7	because there is not enough space
Line 14	each of the educational options

Problem 34: Argument

In this independent essay question, you will be asked to argue both sides of an issue and then take a stand for one side.

You will have 30 minutes to plan, write, and revise your essay. Typically, a good response will require that you write a minimum of 300 words.

Task

- Argue one side—advantages and disadvantages
- Argue the other side—advantages and disadvantages
- Take a stand for one of the arguments
- Explain the reasons for your preference

Question

Some students like to take distance-learning courses by computer. Other students prefer to study in traditional classroom settings with a teacher. Consider the advantages of both options, and make an argument for the way that students should organize their schedules.

Example Notes

Advantages distance

- attend class at your convenience
- complete assignments at own pace
- repeat lectures

Advantages traditional

- structured environment
- more personal relationship
- immediate response to questions
- study groups + friendships

Independent Essay

Both distance-learning courses and traditional classes provide important but different experiences for college students. On the one hand, there are many advantages to distance-learning courses. One of the most important benefits is the opportunity to attend class on your convenience. This is very important for students who hold full-time jobs since they can choose to take their classes on a schedule that allows them to continue working. Another advantage is the chance to complete assignments at your own pace. For students who can work more quick than their classmates, it is possible to earn more credits during the semester. A huge advantage to international students is the option of listen to lectures more than once.

On the other hand, there are advantages to attending a traditional class. The structured environment is beneficial, especially for students who are not as highly motivating. In addition, it is more likely that you will develop a personal relationship with the teacher, an advantage not only for the course but also after the course when you need a recommendation. By seeing you and talking with you face-to-face, the teacher will remember you better. It is also easier to get an immediate response to questions because you only have to raise your hand instead sending e-mail and waiting for an answer. Last, the opportunity for study groups and friendships is different and more personal when you sit in the same room.

Given all the advantages of both types of courses, I think that students would be wise to register for distance-learning courses and traditional classroom courses during their college experiences. By participating in distance-learning courses, they can work independently in classes that may be more difficult for them, repeating the lectures on computer at convenient times. By attending traditional classes, they can get to know the teachers personally and will have good references when they need them. They will also make friends in the class. By sharing information with other students, they can organize their schedules for the following semester, chosing the best classes and including both distance-learning and traditional courses.

Checklist for Independent Essay

- ✔ The essay answers the topic question.
- ✔ The point of view or position is clear.
- ✔ The essay is direct and well-organized.
- ✔ The sentences are logically connected.
- ✔ Details and examples support the main idea.
- ✔ The writer expresses complete thoughts.
- ✔ The meaning is easy to comprehend.
- ✔ A wide range of vocabulary is used.
- ✔ Various types of sentences are included.
- ✔ Errors in grammar and idioms are minor.
- ✔ The general topic essay is within a range of 300–350 words.

Evaluator's Comments
The writing sample is well-organized with a good topic sentence and good support statements. It addresses both sides of the question and does not digress from the topic. There is a logical progression of ideas and excellent language proficiency, as evidenced by a variety of grammatical structures and appropriate vocabulary. Transition words and phrases support the reader's comprehension of the arguments without re-reading. There are only a few grammatical errors that have been corrected below:

Line 3	at your convenience
Line 6	more quickly
Line 8	the option of listening
Line 10	motivated
Line 14	instead of
Line 24	choosing

WRITING STRATEGIES

In addition to the academic skills that you learned in the previous chapter, there are several writing strategies that will help you succeed on the TOEFL and after the TOEFL. Some of the strategies are more appropriate for the integrated essay and others are more useful for the independent essay.

Integrated Essay

The integrated question asks for a synthesis of the content in a lecture and a reading passage. It is usually the first essay question.

➢ Report

When you are writing about content, it is important not to offer your opinions. To do this, you must distinguish between content and opinion. Content may include both facts and the ideas of the author or lecturer. Opinion is what *you* think. Your job in an integrated essay is to report the facts and ideas without making judgments and without expressing your opinions.

- State the facts and ideas
- Avoid expressing your opinions

➢ Identify sources

In the question for the integrated essay, you will be directed to the primary source. For example, the question may ask you to summarize content *from the reading* or to summarize the main points *in the lecture*. This is a cue to begin with a summary from the primary source identified in the question—either the reading or the lecture. Then, you will be asked to support or contrast the information in the primary source with the information in the secondary source. Go to the other source after you have completed your summary. Be sure to include information from both sources, but begin with the primary source.

- Begin with the primary source
- Include both sources

➢ Make connections

Supporting Transitions	*Opposing Transitions*
When the secondary source agrees with the primary source, use supporting transitions.	*When the secondary source does* not *agree with the primary source, use opposing transitions.*
Moreover,	In contrast,
Furthermore,	On the other hand,
In addition,	

- Establish the relationship between sources
- Choose appropriate transitions

➢ Include a variety of structures

Essays with a variety of sentence structures are more interesting, and they receive higher scores. Complex sentence structures, achieved by combining simple sentences, also improve scores. Refer to pages 143–147 to review sentence combining.

- Vary sentence structures
- Combine sentences

➢ Edit your writing

If you use all of your time to write, you won't have enough time to edit your writing. Students who take the time to read what they have written will find some of their own mistakes and can correct them before submitting the final essays. Be sure to edit both the independent essay and the integrated essay. To edit most effectively, use the grading checklist that raters will use to evaluate your writing.

- Re-read your essay
- Edit with the checklist

Independent Essay

The independent question on the TOEFL asks for your opinion. It is usually the second essay question.

➢ Respond to the topic

It is very important to read the question carefully and analyze the topic. If you write on a topic other than the one that you have been assigned, your essay will not be scored.

- Analyze the topic
- Write on the assigned topic

➢ Be direct

When you are asked for your *opinion*, it is appropriate to begin with a direct statement. The following phrases and clauses introduce an opinion:

Introduction	*Opinion*
Introductory phrase, In my opinion, In my view, From my point of view, From my perspective,	**Direct statement = Subject + Verb** school uniforms are a good idea.
Introductory Clause I agree that I disagree that I think that I believe that I support the idea that I am convinced that It is clear to me that	**Direct statement = Subject + Verb** school uniforms are a good idea.

- Begin with an introductory phrase or clause
- Make a direct statement of opinion

➢ Concede the opposing view

Sometimes you will be offered two choices. When stating a *preference*, it is polite to concede that the opposing view has merit. The following words and phrases express concession: *although, even though, despite,* and *in spite of.* For example:

Concession	*Opinion*
Concession clause	**Direct statement = Subject + Verb**
Although there are many advantages to living in the city,	I prefer life in a small town.
Even though technology can damage the environment,	I think it causes more good than harm.
Despite the differences among cultures,	I believe that peace is possible.
In spite of the benefits of studying in a group,	I prefer to study alone.

- Begin with a concession clause
- Make a direct statement of opinion

➤ Use an outline sentence

Some books call the second sentence in an essay the *topic sentence,* the *controlling sentence,* the *thesis statement,* or the *organizing sentence.* The purpose of this sentence is to outline the essay for the reader. Here are some examples of outline sentences.

First sentence:
Although there are many advantages to living in the city, I prefer life in a small town.
Outline sentence:
Three personal experiences convince me that small towns provide a better life style.

First sentence:
Despite the differences among cultures, I believe that peace is possible.
Outline sentence:
History provides several encouraging examples.

First sentence:
In spite of the benefits of studying in a group, I prefer to study alone.
Outline sentence:
There are three reasons why I have this preference.

- Outline the essay for the reader
- Write an outline sentence

➤ Think in English

How do English-speaking writers think? According to research by Robert Kaplan, they organize their thoughts in a linear pattern. This means that they think in a straight line. Details and examples must relate to the main points. Digressions are not included.

For essays that require an opinion, the organization would look like this:

Opinion	In my view, school uniforms are a good idea.
↓	
Outline Sentence	Three reasons convince me that wearing uniforms will improve the educational experience of students.
↓	
Reason 1	In the first place, uniforms are not as expensive as brand name clothing.
↓	
Example/Detail	For example, a new school uniform costs about $30, but designer jeans and a name-brand shirt cost five times that amount. An expensive book would be a better investment.
Reason 2	Second, it is easier to get ready for school.
↓	
Example/Detail	When there are five choices, it requires time and thought to decide what to wear. Uniforms simplify the problem of choosing a shirt to complement a certain pair of pants and, furthermore, selecting socks and shoes to go with them. All of these decisions take time and divert attention from preparing for classes.
Reason 3	Finally, students who wear uniforms identify themselves with their school.
↓	
Example/Detail	Wearing the school colors establishes that each student is part of the group.
Conclusion	In conclusion, I think schools that require uniforms send a positive message to their students. They communicate that it is more important to be the best student than it is to have the best clothing.

- Think in a straight line
- Connect each idea with the next

➢ Write a strong conclusion

In TOEFL essays, it is not appropriate to apologize for not having written enough, for not having enough time, or for not using good English skills. An apology will cause you to lose points. In addition, a good conclusion does not add new information. It does not introduce a new idea. A strong conclusion is more like a summary of the ideas in one last sentence.

- Summarize the main idea
- Avoid apologies and new topics

APPLYING THE ACADEMIC SKILLS TO THE TOEFL

➢ Taking Notes

Taking notes is an important academic skill for the Writing section because you will use them to organize your essay. Because you will not be graded on the notes, you should not worry about making them perfect. It is more important for them to be useful to you.

➢ Paraphrasing

In the integrated essay, you must be careful not to use the exact words from the reading or the lecture. Plagiarizing will result in a failing score on the essay. You must use the skills that you learned to paraphrase in your essay.

➢ Summarizing

As you will remember, summarizing is one of the steps in synthesizing. You will often be asked to summarize the primary source before you relate it to the secondary source.

➢ Synthesizing

Part 1 of the Writing section is the integrated essay. It is a synthesis of information from a reading passage and a lecture. Synthesizing is the most important academic skill for the integrated essay.

QUIZ FOR THE WRITING SECTION

This is a quiz for the Writing section of the TOEFL® iBT. This section tests your ability to write essays in English. During the quiz, you will respond to two writing questions. You may take notes as you read and listen to academic information. You may use your notes to write the essays. Once you begin, you have 20 minutes to write the first essay and 30 minutes to write the second essay.

Question 1

Reading Passage
Time: 3 minutes

A win-win negotiation is concluded when both parties gain something of value in exchange for making concessions. Although the balance of power may change during the negotiation process, negotiators on both sides must remain open to options that will ultimately allow for a fair exchange. To achieve a resolution that benefits both parties, everyone involved must be willing to listen carefully to each other's concerns. To arrive at a conclusion that is good for everyone, negotiators must reveal what they value and what they don't value. Good negotiators look for something that their side does not value but to which the other side assigns a high value. By offering it, they lose nothing, but the other side gains something, thereby feeling more disposed to concede something that the other side perceives as valuable. In addition to

listening for ways to help the other side, everyone has to be aware of the limitations that both sides may bring to the table. There are some options that cannot be explored because they are not possible for one of the parties. For example, a price that does not allow a profit margin for the company that manufactures it is not a point of negotiation, unless the other side can offer a way to increase profits or productivity. If that isn't possible, then perhaps a service that saves the buyer money might be a way to balance the firm pricing structure of the goods.

A win-win negotiation allows both parties to feel that they made a good deal, but another positive outcome is the way that the people involved feel about each other. In traditional bargaining, people on opposite sides of a negotiation tend to view each other as adversaries, a relationship that is often difficult to change after the negotiation has ended and the collaboration is supposed to begin. In a win-win setting, the parties approach the negotiation as colleagues who want to support each other's success. When the deal has been made and the collaboration begins, the people involved are already committed to working together for their mutual benefit.

Question 1, Lecture, CD 1, Track 14. Now listen to a lecture on the same topic as the passage you have just read.

Question

Summarize the points made in the reading passage, and then explain how the case study from the lecture supports the reading.

Writing Time: 20 minutes
Typical Response: 150–225 words

Question 2

Some people like to communicate by e-mail and voice mail. Other people like to communicate by telephone or face-to-face. Which type of communication do you prefer, and why? Be sure to include details and examples to support your opinion.

Writing Time: 30 minutes
Typical Response: 300–350 words

This is the end of the Writing Quiz. To check your answers, refer to the Progress Chart for the Writing Quiz, Chapter 5, page 518.

STUDY PLAN

What did you learn from taking the quiz? What will you do differently when you take the model tests in the next chapter? Take a few minutes to think and then write a sentence or two to help you revise your study plan.

EXTRA CREDIT

After you have completed this chapter, you may want to continue a review of writing. Here are some suggestions.

Become familiar with the independent writing topics. Topics previously used for independent questions on the CBT TOEFL Writing section are listed in the TOEFL® iBT *Information Bulletin* available free from Educational Testing Service. They are also listed on the web site at *www.ets.org*. Read through the questions, and think about how you would respond to each of the topics. Since most of them require you to state an opinion, it is helpful to form a general opinion on each topic.

Read good examples of expository writing. Research confirms that reading is important to the development of writing. This means that one of the best ways to learn to write well is to read good models of writing. By being exposed to good writing, you will acquire good techniques. That is why this book contains examples of the answers that excellent writers might create in response to the questions in this review chapter and in the Writing section of each model test. It is important to read these example answers carefully. Remember that you will be asked to produce expository, not literary essays. For this reason, you should read opinion essays instead of short stories. It is also a good idea to read summaries of content material. Many popular college textbooks in English provide summaries at the end of the chapters. In general, these summaries are good models for you to read.

OPTIONS FOR EVALUATION

It is difficult to evaluate your own writing. If you are taking an English class, ask your teacher to use the checklists in this chapter to evaluate your writing. You need to know how you are progressing in relationship to the criteria on the checklists because that is how you will be evaluated on the TOEFL.

If you do not have good options to have your writing evaluated without a fee, there are fee-based options that will provide professional evaluations. See page 783 for details.

ADVISOR'S OFFICE

Keep your eyes on the destination, not on the road. There are short roads and long roads to the same destination, but the important point is to arrive where you want to be. Of course, there are several reasons why you prefer to achieve a successful score on the TOEFL the first time that you attempt it. It is costly to take the test again, and you are eager to begin your academic studies or professional life. Nevertheless, a goal is seldom destroyed by a delay, so don't destroy your positive attitude, either. If you take the time to prepare, you will probably be able to take the short road, but if you have not studied English very long, you may need more practice. Please don't compare yourself to anyone else. They are on their road, and you are on yours. Just keep going. You will get there.

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